

English for Iraq

6th Preparatory Activity Book

by **Olivia Johnston**
and **Caroline de Messieres**

Garnet
EDUCATION





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Lesson 1

Study Tip – learning vocabulary

- A good way to learn new words is to put connected words in sets, like this:
  Fruit: apples oranges grapes bananas strawberries

A **Using a dictionary, check the meaning of any words you don't know. Write the words below in the correct set. There are five words in each set.**

~~ankle~~ ~~bandage~~ ~~blood~~ ~~bones~~ ~~breathe~~ cough cream elbow faint heart knee medicine plaster pills shoulder skin sneeze stomach swallow wrist

Set	Words				
Treatment:	*bandage*				
Joints:	*ankle*				
Verbs:	*breathe*				
Inside and outside the body:	*blood*	*bones*			

B **Work in pairs. Student A chooses one of the problems A to N on page 6 of the Student's Book, but doesn't tell Student B. Student A mimes the problem and Student B guesses what's wrong and gives advice.**

Example: Student A licks his lips and touches them.



What's the matter? Are your lips sore?

Yes. And they're really dry.

You shouldn't touch them. It will make them worse. You should put cream on them.



Study Tip – words with similar meanings are not always interchangeable

- It is easier to use a word correctly if you know whether it is a verb, a noun or an adjective. Be careful with these words: *hurt, sore, pain.*
  - *Hurt* is a verb. The simple past is also *hurt*.
    My back hurts today. It also hurt yesterday. My feet hurt today. They hurt yesterday as well.
  - *Sore* is an adjective.
    My back is sore. My feet are also sore. They weren't sore yesterday.
  - *Pain* is a noun. In the singular it usually has an article.
    I have a pain in my stomach. Have you taken any medication for the pain?
    Yes, I took some painkillers an hour ago. Do you have pains anywhere else?

C Complete each sentence with a word from the box.

bleeding	broken	hurts	pain	sick	sore	dizzy	sneeze

1 'Have you got a cold?' 'No, I always ____________ when I put pepper on my food.'

2 He was ____________ three times in the night. I think the food at the restaurant where he ate wasn't very fresh.

3 She cut her hand while she was chopping vegetables. It was a very deep cut and it was ____________ a lot, so she had to go to hospital and have it stitched.

4 My back ____________ all the time. It only feels OK when I am lying down.

5 She can't play tennis. She has ____________ her right arm.

6 I went swimming yesterday and now my eyes are ____________ from the chemicals in the pool.

7 Where exactly is the ____________ and how long have you had it?

8 It was a very hot day and she hadn't eaten or drunk anything all day. That's why she suddenly went pale and felt ____________ during the lesson.

D ① Listen and choose the correct word to end each sentence.
Write the numbers 1 to 6 in the correct boxes.

a) burnt ☐	c) swallow ☐	e) temperature ☐
b) fractured ☐	d) swollen ☐	f) throat ☐



Lesson 2

Past continuous and past simple

- We can use the **past continuous** and the **past simple** in the same sentence to show that one action happened in the middle of another action. We use the **past continuous** for the longer action and the **past simple** for the shorter action.

  *I **was ice-skating** and I **fell over**.*

- We often use *while* and *as* with the past continuous tense.

  ***While** I was eating breakfast, a bird flew into the kitchen.*
  ***As** I was eating breakfast, a bird flew into the kitchen.*

- We often use *when* or *and* with the past simple tense.

  *I was eating breakfast **when** a bird flew into the kitchen.*
  *I was eating breakfast **and** a bird flew into the kitchen.*

A Practise the dialogue in pairs. Then practise it again, changing the words in italics.

Adil: I've hurt my *wrist*.
Nurse: Sit down, please. I need to take your details.

Nurse: The doctor will see you very soon, Adil.

Doctor: How did you do it?
Adil: I *was ice-skating* and I *fell over*.

Adil: Do you think it's broken?
Doctor: Probably not. But you need to have an x-ray to make sure.

Adil: Is it broken?
Doctor: I'm afraid so. It's fractured here.

Doctor: I'm going to put your *wrist* in plaster.

Adil: How long will I have to keep it on?
Doctor: *Six* weeks.

B Put one verb in the past continuous and one in the past simple.

1 I (think) about you and then you (ring) me.

I was thinking about you and then you rang me.

2 While Ali (have) a shower, somebody (knock) at the front door.

3 I (clean) my room and I (find) £30 under my bed.

4 Luckily, Sharifa (not drive) very fast when the child (run) into the road.

5 A thief (take) our clothes while we (swim).

6 She (tell) us to be quiet as we (make) too much noise.

7 My sister (hide) my purse under the bed while I (not look).

8 As she (carry) the shopping from the car, my grandmother (slip) and (break) her ankle.

C **Complete these sentences with your own ideas. Put the verbs in the past simple.**

1 I was running and ______________________________

____

2 I wasn't looking where I was going and ______________________________

____

3 I was getting ready for school when ______________________________

____

4 My little brother was playing football when ______________________________

____

5 I was thinking about ______________________________ when the teacher suddenly

____

6 While I was waiting for the bus, ______________________________

____

Lesson 3

A **Read the article on page 8 of the Student's Book, then circle the correct answer.**

1 Zaid Tariq was
   a) a bad swimmer.
   b) on holiday.
   c) working in Egypt.

2 When he was attacked by the shark, he
   a) was in a boat.
   b) hit it with a piece of wood.
   c) was lying on a plastic mattress.

3 Tariq
   a) was bitten by the shark.
   b) lost his arm.
   c) wasn't hurt at all.

4 Six dolphins
  a) bit the shark.
  b) made a lot of noise.
  c) protected Tariq.

5 Tariq was rescued
  a) by sea.
  b) by air.
  c) by two children.

6 When he got back to dry land, he was taken
  a) straight back to his hotel.
  b) back to Iraq.
  c) to get medical attention.

B **Write questions about the article for the following answers. There are several possible questions you could write, but just write one each time.**

Example:
Q: Where was Zaid Tariq staying?
OR: Where was Tariq on holiday?
OR: Where did these events take place?
A: In Sharm El Sheikh, Egypt.

Q: ______________________________

A: He was swimming when he saw it.

Q: ______________________________

A: The shark bit his arm.

Q: ______________________________

A: Because he thought he was dying.

Q: ______________________________

A: Dolphins.

Q: ____

A: The coastguard, Jameel Elalawi, did.

Q: ____________________________________ on the shore?

A: An ambulance.

C **Take turns asking and answering your partner's questions on the article.**

D **Close your books. Retell the story, taking turns to say one sentence each. Start like this:**
Zaid Tariq was on holiday in Sharm El Sheikh. One morning, …

Adjectives ending ~ing or ~ed

- Don't forget the difference between *frightening* and *frightened, boring* and *bored, interesting* and *interested.*
  The *~ed* words describe the person who **has the feeling.**
  The *~ing* words describe what or who **gives them that feeling.**

E **Underline the correct word.**

1 She is not very *interested / interesting* in fashion. She prefers books and music.

2 I saw a very *excited / exciting* film on TV last night.

3 This book is very *bored / boring.* I fall asleep whenever I try to read it.

4 We were very *frightened / frightening* when our car broke down in the desert.

5 He's a very *interested / interesting* person. He has lots of great stories to tell.

Adjectives ending ~ful

- Remember there is only one *l* in **adjectives** ending *~ful*, e.g., *beautiful, peaceful.* But the **adverb** ending is *~fully*, e.g., *beautifully, peacefully.*

Write four more adjectives ending in *~ful.*

1 ____________________

2 ____________________

3 ____________________

4 ____________________

Now write sentences using the *~ful* adjective and the *~fully* adverb.

Examples:

The picture was beautiful.

The story was beautifully written.

1 ____________________

2 ____________________

3 ____________________

4 ____________________

Lesson 4

A **Write questions based on the text for the following answers. There are several possible questions you could write, but just write one each time.**

Example:

Q: How many people die of smoking every year?
A: About 114,000 per year.

Q: In which ______________________________?

A: It's highest in the 20–24 age group.

Q: At what age ______________________________ to children?

A: At 18.

Q: When ______________________________ start smoking?

A: When they are teenagers.

Q: How much earlier ______________ than ______________?

A: They die seven years earlier on average.

Q: ______________ under the age of ______________ every year?

A: Around 450 a year.

Q: ______________________________

______________________________?

A: Around £30 million a year.

Phrasal verbs

- With some phrasal verbs, **noun objects** can come **before** or **after** the preposition.

  Turn *off* the light.
  OR: Turn the light *off*.

- With phrasal verbs, **pronoun objects** must come **before** the preposition.

  Turn *it off*.
  NOT: Turn *off* it.

B **Write the sentences, putting the verbs and objects in the correct order. Where two answers are possible, write them both.**

1 Can you / turn on / the television?

Can you turn on the television? Can you turn the television on?

2 I've already / turned on / it.

I've already turned it on.

3 Smoking is terrible. You should / give up / it.

4 When did you / take up / stamp-collecting?

5 I can't remember when I / took up / it.

6 I like these shoes. Can I / try on / them?

7 Can you / turn down / the music?

8 I'll / turn down / it / in a minute.

Prefixes meaning *not*

- To form the **opposite** of some **adjectives** we can put the prefix *un~* in front of them, e.g., *unhappy, unpopular, unintelligent.*
- The prefixes *in~, im~, il~* or *ir~* can also form the opposite, for example, *inexpensive, impossible, illegal, irregular.*
- The prefix *un~* can go in front of any letter. The prefix *im~* can only go in front of *m* or *p*. The prefix *il~* can only go in front of *l*. The prefix *ir~* can only go in front of *r*.

Make the opposites of these adjectives by putting the correct prefix in front of them. Choose from *un~, in~, im~*.

1 ___correct	4 ___efficient	7 ___usual	10 ___dependent
2 ___moral	5 ___fortunate	8 ___polite	11 ___convenient
3 ___fair	6 ___patient	9 ___healthy	12 ___pleasant

Lesson 5

A Underline four plural countable nouns and four uncountable nouns on page 10 of the Student's Book.

B Study the rule and add examples.

Expressions of quantity

- *some, any, a lot of, plenty of* and *enough* are used with countable **and** uncountable nouns.
  - some sugar / some sweets; a lot of sugar / a lot of sweets;
  - __________ / __________ ; __________ / __________
- *a few* and *many* are used **only** with countable nouns.
  - a few people; a few __________; too many people; not many __________
- *a little* and *much* are used **only** with uncountable nouns.
  - a little oil; a little __________; not much oil; too much __________

C Complete the questions with *much* or *many*.

1 How __________ food do we need to bring to the picnic?

2 How __________ apples do we need?

3 How __________ meals do you eat a day?

4 How __________ sleep did you get last night?

5 How __________ exercise does he take a week?

6 How __________ hours' sleep did you get the night before?

7 How __________ time do you spend on your homework?

8 How __________ times a week do you wash your hair?

D Complete the sentences with ■ *few* or ■ *little*.

1 There were only __________ people at the party.

2 I've got __________ work to finish, so can you wait a minute?

3 You'll have to wait __________ minutes.

4 There's only __________ orange juice left in the bottle.

5 How much money have you got left? Just __________.

6 I've met her __________ times.

7 Put your case in the car. There's still __________ space left.

8 We need __________ more oranges.

E In your notebook, write four questions for a questionnaire with this title: *How healthy are you*? Write questions in the present and past simple.

Examples:

How many hours' sleep did you get last night?

How many times a week do you do sport or take some kind of exercise?

F Work in pairs. Take turns answering your partner's questionnaire.

Lesson 6

Questions with *used to*

- As well as in the **negative**, we drop the *d* (*used*) in **questions**.
  - Did you *use to* fight with your brother or sister when you were little? *Yes, I did. / No, I didn't.*
  - What did you *use to* fight about?

A **Complete the conversation between Huda and her grandmother with the correct form of *used to*.**

Huda: Which TV programmes ① did you use to watch (you / watch) when you were little, Grandma?

Grandmother: We didn't have a television when I was a little girl, dear. We ② used to do (do) things. We ③ ____________ (not sit) around watching a box!

Huda: What ④ ____________ (you / do)?

Grandmother: We ⑤ ____________ (help) mother with the housework and cooking.

Huda: But how ⑥ ____________ (you / have) fun?

Grandmother: We ⑦ ____________ (play) the drums and sing and dance. Families ⑧ ____________ (have) real conversations in those days. People don't talk to each other nowadays because of that silly television.

Huda: ⑨ ____________ (you / go out) with your friends?

Grandmother: Yes, dear. We ⑩ ____________ (go) shopping in the souqs with my sister Wafa and my friend Layla. Then we all ⑪ ____________ (come) home for tea and cakes. We ⑫ ____________ (talk) about everything. Not on the phone, of course, but person to person, face to face. We ⑬ ____________ (not walk) around talking on these silly mobile things like young people today.

B **Compare life today with life 50 years ago. Write pairs of sentences using one of the adjectives in brackets each time.**

1 life (easy/hard/slow/fast)

Life is faster now than it used to be.

Life isn't as easy as it used to be.

2 films (funny/boring/violent/romantic)

____

____

3 streets (noisy/quiet/clean/dirty/safe/dangerous)

____

____

4 towns (big/small/crowded/polluted)

____

____

5 doctors (good/expensive/cheap/well-trained)

____

____

Write a paragraph starting like this:

Life today is *better/worse* than 50 years ago. For one thing, today schools ______________

______________ whereas they used to be ______________.

Secondly, everyday life is *easier/more difficult* today. Today we *have/don't have* ______________

______________ whereas people *used to/didn't use to* ______________ 50 years ago.

Finally, ______________________________

____

______________________________.

Lesson 7

A Circle the correct sentence ending based on the information in the article on page 12 of the Student's Book.

1 The government spends millions on
   a) anti-smoking campaigns.
   b) people who have made themselves ill.
   c) people who never take exercise.

2 Because of their bad diet, 60% of British people
   a) are diabetic.
   b) are overweight and could get diabetes.
   c) are very unhealthy.

3 People
   a) no longer take enough exercise.
   b) watch TV all day long.
   c) should stop using their cars.

4 Smoking
   a) is a dirty habit.
   b) is a very expensive habit.
   c) is destroying a lot of people's health.

5 The government shouldn't pay for people's health care
   a) unless they take proper care of themselves.
   b) unless they have children.
   c) unless they and their children are unhealthy.

B When you have checked your answers, write out the five correct sentences in full in your notebook. Use them as a basis for a summary of the article. Add the following phrases in the correct places to link the ideas and sentences.

And last but not least   and their children   Firstly   Furthermore
I feel that   in the following three ways

Lesson 8

Write 100 to 120 words on 'How to reduce the number of car accidents'. Use the notes on the right to help you. You don't have to use all the ideas. Make sure you add words and phrases to link the ideas and sentences. You can find these in Lesson 7 on page 12 of the Student's Book. Start like this:

Thousands of car accidents a year.
These cause serious injuries.
Most car accidents caused by
1) driver driving too fast
2) driver not concentrating
(e.g., using mobile phone, changing CD)
3) driver doesn't obey road signs
(e.g., stop signals, red lights, etc.)
4) badly maintained car (e.g., bad brakes)
What should the government do about it?
more traffic police? more speed cameras?
more checks on cars? heavier fines?
stricter driving tests?

There are thousands of car accidents a year which cause serious injuries. Most of these accidents have one of the following causes. Firstly, the driver is driving too fast.

Or sometimes, ______________________

____

____

A third cause of accidents is when ______________________

____

____

Last but not least, ______________________

____

____

There are several ways the government could deal with this problem. Firstly, they could

____

____

Furthermore, they could ______________________

____

____

In my opinion, the best solution would be to ______________________

____

____

'The government should ban smoking in all public places.' Write 100 to 120 words on this topic. Use the following notes to help you. Make sure you link your ideas and sentences.

- Introduction: Smoking a dangerous habit – causes many deaths a year (from smoking-related diseases)
- Passive smoking (= breathing in smoke from people who are smoking near you) also causes disease, especially in children
- Non-smokers would prefer a smoke-free environment
- Adults smoking in public sets a bad example to children and teenagers
- Making life harder for smokers would make them give up
- Conclusion: A ban would save lives and save the government lots of money in health costs

Lesson 9 – Test yourself

VOCABULARY

A Write the opposite of these words by adding a prefix.

1 ___correct
2 ___dependent
3 ___fair
4 ___fortunate
5 ___happy
6 ___healthy
7 ___intelligent
8 ___legal
9 ___moral
10 ___patient
11 ___pleasant
12 ___polite
13 ___popular
14 ___possible
15 ___usual

15 marks

B Write the correct words.

1 Name three joints in the arm: w__________ e__________ s__________
2 Name two joints in the leg: k__________ a__________
3 Name two things for covering a cut: pl__________ ba__________

7 marks

C Complete the words.

1 I feel dizzy. I think I am going to f___nt.
2 I can't swallow. I have a sore th___ and a t__________re of 39 degrees.
3 You have to take two of these p___s three times a day.
4 The sk___ on my legs is very dry so I have to put this cr___ on every day.
5 We often say 'Bless you!' when somebody sn___s. But we don't say it if somebody c___ghs.

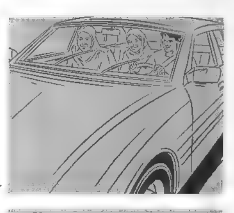
8 marks

Total vocabulary 30 marks

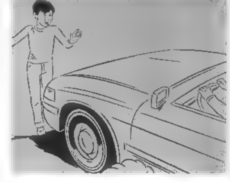
GRAMMAR

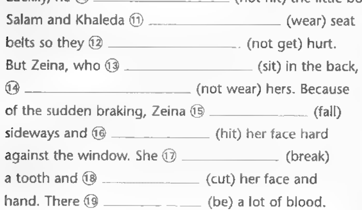
Before you do Exercise D: revise the language box in the Activity Book, Lesson 2, page 4. Turn to the Grammar and Functions Reference at the back of the Student's Book, page 79. Revise how to form a) the past continuous tense; and b) the past simple tense of regular and irregular verbs.

D Put the verbs in brackets into the past continuous or past simple tense.



Last year, my friend Zeina ① got (get) hurt in a car accident. This is how it ② ____________ (happen). She and her brother Salam and her sister Khaleda had spent the afternoon at Zubair, and they ③ ____________ (return) to Basra. Salam ④ ____________ (drive) and Khaleda ⑤ ____________ (sit) next to him in front. Salam ⑥ ____________ (go) quite fast. Suddenly a little boy ⑦ ____________ (run) on to the road. Salam ⑧ ____________ (put) his foot on the brake really hard and the car ⑨ ____________ . (stop) dead.





Luckily, he ⑩ ____________ (not hit) the little boy. Salam and Khaleda ⑪ ____________ (wear) seat belts so they ⑫ ____________. (not get) hurt. But Zeina, who ⑬ ____________ (sit) in the back, ⑭ ____________ (not wear) hers. Because of the sudden braking, Zeina ⑮ ____________ (fall) sideways and ⑯ ____________ (hit) her face hard against the window. She ⑰ ____________ (break) a tooth and ⑱ ____________ (cut) her face and hand. There ⑲ ____________ (be) a lot of blood.



After the accident, they ⑳ ____________ (be) all very shocked. They ㉑ ____________ (get) out of the car. Salam's legs ㉒ ____________ (shake) so they ㉓ ____________ (decide) to wait a bit before driving home.

Khaleda ㉔ ____________ (look) for her mobile to phone their father when a passing car ㉕ ____________ (slow) down. Zeina ㉖ ____________ (recognize) the driver. It was a family friend, Dr Latifa Mahmoud, from Haidari Medical Complex. She ㉗ ____________ (tell) Zeina to get in the car with her and she ㉘ ____________ (drive) her to the Accident and Emergency Department. They immediately ㉙ ____________ (stitch) the cuts on her face and ㉚ ____________ (put) a bandage on her hand.

Unfortunately, Zeina still has some scars on her face and a broken tooth. The moral of this story is: don't drive too fast and always wear your seat belt even if you are sitting in the back.

30 marks

Before you do Exercise E: revise the language box in the Activity Book, Lesson 5, Exercise B, page 12.

E Complete the sentences with *much, many, few* or *little*.

1 Hurry up. There isn't ____________ time before the bus leaves.

2 Can you lend me a ____________ money? I've left my purse at home.

3 How ____________ times do I have to tell you my phone number? Why can't you remember it?

4 We need a ____________ more fruit to take on the picnic. Can you buy some, please?

5 I don't think I can fit in that parking place. There isn't ____________ space.

6 There weren't ____________ people at the meeting. I think quite a ____________ had left early.

7 marks

Before you do Exercise F: revise *used to* in the Grammar and Functions Reference at the back of the Student's Book, page 79. Read the language box in the Student's Book, Lesson 6, page 11.

F Write sentences with *used to/didn't use to* and the present or past simple.

1 He (have) his hair cut at the hairdresser's, but now his wife (cut) it for him.

He used to have his hair cut at the hairdresser's, but now his wife cuts it for him.

2 I (have) a bicycle, but someone (steal) it last month.

____

____

3 He (like) going out, but now he always (want) to stay at home.

____

____

4 She (wear) glasses, but now she (have) contact lenses.

____

____

5 She (not / talk) so much, but now she never (stop) talking.

____

____

6 There (be) a house here, but they (knock) it down two years ago.

____

____

7 She (not / be) so thin, but she (get) very ill last year and (lose) a lot of weight.

____

____

13 marks

Total grammar 50 marks

WRITING

Before you do Exercise G: look back at page 9 of the Student's Book and read the facts about smoking; in the Activity Book, Lesson 8, Exercise B, page 18, read the notes; in the Student's Book, page 12, read the language box.

G **Write 100 to 120 words on this topic: 'Cigarette advertising should be illegal.' These questions may help you.**

- How harmful are cigarettes to the health of smokers and passive smokers?
- Where can cigarette advertisements be seen? Who sees them? Do children and young people see them?
- What sort of message do cigarette advertisements give? Do they show successful, popular, attractive people smoking? Do they mention the dangers of smoking?
- Are young people easily influenced? Could they be influenced by cigarette advertisements? How common is smoking among young people?

Total writing ____ 20 marks

Lesson 10

A **Find words or phrases in the text on page 13 of the Student's Book that have a similar meaning to these words or phrases.**

1 surprised _puzzled_____

2 pushing __________

3 without success __________

4 faint __________

5 dropping (water, milk, etc.) __________

6 the police, fire department, ambulance __________

7 medical helpers (not doctors or nurses) __________

8 woke up __________

B **Put these notes in the correct order. Number them 1 to 7.**

a) boy opens door to paramedics ☐

b) boy finds diabetic mother unconscious [1]

c) boy tries to give mother sweet drink ☐

d) boy phones emergency services ☐

e) mother regains consciousness ☐

f) ambulance arrives at house ☐

g) paramedics give injection ☐

C **Cover the text on page 13 of the Student's Book. Use the notes above to retell the story. Add as much detail as you can remember. Take turns saying a sentence each. Use appropriate linking words.**

D **Write a summary of the text in 100 to 120 words. Start and end like this:**

Little Mustafa Ahmad was surprised when his mother didn't come into his room one morning.

Latifa is very proud of her clever son.

Lesson 1

A 🎧 ④ **Listen again and answer the questions.**

Speaker 1

1 What did the speaker use to do?

____

2 What was the speed limit?

____

3 How did the police know she was speeding?

____

4 Why did she decide to stop driving too fast?

____

____

Speaker 2

1 What can footprints tell you?

____

____

____

2 What else can you find at a crime scene?

____

3 Why do the police use special powder?

____

4 Why is matching fingerprints easier than it used to be?

____

____

Complete each sentence with a word or phrase from the box.

used to watch	were speeding	was watching	was walking
didn't have	used to like	walked	didn't use to have

1 I ________________ travelling, but I don't like it anymore.

2 We ________________ when we saw the police car.

3 While my baggage was going through the x-ray machine, I ________________ through the metal detector.

4 We ________________ security cameras, but now we have six of them.

5 I ________________ my passport, so they didn't let me get on the plane.

6 She ________________ home from school when she heard the police siren.

7 I ________________ action films on TV, but now I prefer documentaries.

8 The security guard saw the thieves because he ________________ the screen.

Study Tip – using time lines

- One way of helping you remember the right tense is to use **time lines**.

a) past habits/states which are now finished — I used to live in a big house.

Present

b) action that happened at a specific point in the past — Last year I moved to a smaller house.

Present

c) one action that happened while another action was happening in the past — While I was moving, I found some old photos.

Present

Lesson 2

A **Find words in the texts on page 17 of the Student's Book that mean the same as the words and phrases below.**

1 rules that everybody in the country must follow ______________

2 get information about a crime ______________

3 put someone in prison ______________

4 a person who saw or heard something at the time of a crime ______________

5 a person who steals money from your pocket ______________

B **⑤ Listen and answer the questions.**

1 When is being a police officer dangerous?

____

____

2 When is the police station open?

____

3 Why does the police officer like his job? (Two reasons)

____

____

C **Read the text on page 17 of the Student's Book and find all the phrases that contain *must, mustn't, have to, don't have to, need to* and *needn't*. Then complete the rules below.**

1 Use ________ to say it's important **not** to do something.

2 Use ________ and ________ to say it's not necessary to do something.

3 Use ________, ________ and ________ to say it's necessary to do something.

D **Use *must, mustn't, have to, don't have to, need to* and *needn't* to complete the sentences.**

1 When you get in a car, you ______________ put on your seat belt.

2 There's petrol in the car, so you ______________ go to the petrol station.

3 You're driving too fast! You ______________ slow down.

4 Please put out your cigarette. You ______________ smoke in the police station.

5 You ______________ pick me up in the car – I'll get the bus.

6 Police officers ______________ prevent crimes.

7 I ______________ be back later than 8 o'clock tonight or my parents will be angry.

Lesson 3

A **Match the words and the definitions. Write the words.**

empty   baggage   unattended   declare   dispose of

1 without someone looking after it ______________

2 bags and suitcases that carry your possessions on a journey ______________

3 there is nothing in it ______________

4 throw away / get rid of ______________

5 say you are carrying something you need to pay duty on ______________

B **Make sentences giving advice and making requests, suggestions and offers. Use the phrases in the box.**

give me your passport	help you with your baggage	keep your passport in a safe place
see your ticket	go to the shops before the plane leaves	take a taxi to the airport

Could you give me your passport, please?

______

______

______

______

______

Lesson 4

A **Read the advert on page 19 of the Student's Book and answer these vocabulary questions.**

1 Rewrite the following words and phrases without the abbreviations.

a) office bldgs. ______

b) 18 yrs. ______

c) spk. Engl. and Arab. ______

d) avail. at w-e. ______

e) driving lic. ______

2 Find abbreviations in the advert which mean:

a) company ______

b) computer ______

c) appointment ______

d) experience ______

e) frequent ______

B **Read the advert again and answer the questions about the job.**

1 What kind of personality should you have to do this job? Why?

____

____

2 What do you need to be able to do to get this job?

____

____

3 Do you need to have worked as a security guard before to get this job?

____

____

C 🎧 ⑦ **Listen to the conversation between Samir Esam and Mr Hazem. Complete Samir's notes about what the security guard does. How is the job similar to a policeman's job? How is it different?**

- work ① ____________________ but not ② ____________________
- ③ ____________________ around the building every ④ ____________________
- watch ⑤ ____________________
- ⑥ ____________________ if see anything unusual
- give people ⑦ ____________________
- write ⑧ ____________________

D **Read the extracts from the conversation and underline the best alternative.**

1 *Could I speak to / I want to talk to* Mr Hazem?

2 *Will / May* I ask who's calling?

3 *This / That* is Samir Esam.

4 *Just a moment / Just wait,* please.

5 Good morning. *Is that / Are you* Mr Hazem?

6 I'm calling *about / because* your advert in yesterday's paper.

7 All right then, *would / do* you like to come in for an appointment?

8 Yes, I would. *What is a good time / When do I come?*

E **Match the beginnings and endings.**

1 You shouldn't have any trouble doing the work ☐

2 It shouldn't take me more than 15 minutes to drive there ☐

3 They should be very comfortable ☐

4 I can speak English and Arabic, ☐

5 If he's used computers before, ☐

6 If you send the letter today, ☐

a) she should get it by Monday.

b) because it's very easy.

c) he should know how to use this software.

d) because there isn't much traffic.

e) because it's a very nice hotel.

f) so I should be able to talk to most of the visitors.

Lesson 5

A Look at the words in bold in the text on page 20 of the Student's Book and try to guess their meaning. Check your ideas in a dictionary.

1 branches ____________________

2 join ____________________

3 install ____________________

4 maintain ____________________

5 officer ____________________

6 supervise ____________________

7 civilian ____________________

B In an exam, you sometimes have to find the main idea of a paragraph. It is what the paragraph is mostly about. Read the first paragraph of the text more carefully and look at the question in 1.

1 What is the main idea of the first paragraph?
   a) The Air Force is more fun because you can pilot planes.
   b) You can do many different things in the military.
   c) You have to be 18 years old to join the military.

Look at choice a). The problem with this answer is that it doesn't give information that is in the first paragraph. Some people may think that piloting a plane is fun, but this is not what the text says. It simply tells you that if you join the Air Force, you can work with airplanes and helicopters. So choice a) is incorrect.

Choice c) does repeat information that is found in the first paragraph, since the last sentence of the paragraph is *You must be 18 years old to join*. But if you look at the other sentences, you will see that they mostly deal with the different activities people can do in the military. The last sentence gives additional information that is not directly related to the activities that people can do in the military. So choice c) is incorrect.

Choice b) is the correct choice, since most of the sentences in the paragraph tell you about the variety of military jobs.

C **Now read the other paragraphs and find the main ideas.**

Paragraph 2

a) Predicting the weather is important for people in the military.
b) If you know about computers, you can find an interesting job.
c) The computer hardware is old and needs to be fixed a lot.

Paragraph 3

a) There are also jobs for people who don't have a technical background.
b) People in the military need food and equipment.
c) Driving a military vehicle is easy.

Paragraph 4

a) Officers can be pilots.
b) The military needs doctors at the army base.
c) The military gives you a chance to get a better job.

Paragraph 5

a) Working in the military is better than working in other places.
b) There are classrooms in the military like at school.
c) The military teaches you skills you can use in civilian life.

D **Rewrite the sentences with *should* or *shouldn't*, as in the example.**

1 You have always wanted to fly. I think you will like the Air Force.

You have always wanted to fly. You should like the Air Force.

2 I've studied hard for the test, so I think I'll pass.

____

3 You like exercising, so I don't think you'll have trouble getting fit.

____

4 They learnt a lot in the military, so I don't think they'll have trouble getting a job.

____

____

5 This is a new computer, so I think it is faster than the other one.

____

Lesson 6

Study Tip: Skimming and scanning

- When you are looking for information in a text, you can save a lot of time if you use the right technique. Two common techniques are **skimming** and **scanning**. **Skimming** means looking at the whole text quickly, without reading it in detail, to understand what the text is about. **Scanning** is letting your eyes go over the text quickly to search for specific information. Scanning is a good technique when you know what you are looking for.

A Scan the texts on page 21 of the Student's Book, and circle the correct answer.

1 Who called the police?
 a) Sue
 b) Mr Smith
 c) Mrs Smith

2 What woke Sue up?
 a) the police
 b) the telephone
 c) a loud noise

3 Who saw the robber?
 a) a witness
 b) the police
 c) Sue

B Read the texts more carefully and answer the questions.

1 Why are the police reminding homeowners to lock their doors and windows?

____

2 Why is Sue happy that the robber left before her father went downstairs?

____

3 How does Sue feel now?

____

4 Why is Sue upset that her father's computer was stolen?

____

5 Why is Sue's father getting the window lock replaced?

____

C Complete the columns on the right with less formal words from the e-mail.

Formal	Less formal	Formal	Less formal
occurred	______	investigate	______
injured	______	property	______
alerted	______		

have, get and make

- Use *have* and *get* + object + past participle when something is done **to or for** someone.
  - My father had his computer stolen.
  - My father is getting the lock replaced today.
- Use *make* + object + infinitive when someone or something **causes** something to happen.
  - My father made me go back to my room.

D Rewrite the sentences with the correct form of *have, get* or *make*.

Example: Somebody stole my television. I had my television stolen.

1 I asked somebody to cut my hair.

I had ______

2 She asked somebody to fix the window.

She got ______

3 He looked outside because he heard a noise.

The noise made him ______

4 The leaves fell because of the wind.

The wind ______

5 A photographer took a picture of the witness.

The witness ______

Lesson 7

A **Read the brochure on page 22 of the Student's Book. The writer uses different techniques to keep the reader interested and convince him that what he says is important. Find an example of the following techniques in the paragraphs in the Student's Book.**

1 Questions to make you want to read to get the answer

2 Exclamations to show that the whole sentence is surprising or important

3 Strong adjectives

4 Strong adverbs to make adjectives stronger

5 Examples to make a previous sentence clearer

B **Look at some ideas for keeping your home safe. Think of a reason for each one.**

Things people shouldn't do:

Keep keys on a hook by the window

Thieves can get them by breaking the window.

Keep keys in a flowerpot by the door

Tell strangers when you will be away

Things people should do:

Leave lights on when going out after dark

Give a family member a key

Ask a neighbour to collect mail

Tell your neighbours if you are going on holiday

C **Now use your notes to complete the paragraphs below.**

Use your head: learn good security habits

It is not enough to have good locks. It's also important to learn good habits. It's foolish to keep your keys on a hook by the window, because thieves can break the window and get the keys to open your door.

Friends and family

What else can you do to keep your home safe? Your friends, family and neighbours can help you.

____

____

____

____

____

____

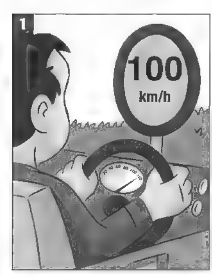
____

D **Look back at what you've written and make changes you think will make your paragraphs stronger and more convincing.**

E **Read your paragraphs to a partner. Are your partner's paragraphs clear? Is the language strong? Tell your partner what you like about his or her paragraphs, and make suggestions if you can.**

Lesson 8

A **Look at the cartoons. What's wrong in each picture?**







B You are going to write a leaflet about road safety for new drivers. Write a list of things they should and shouldn't do on the left, and the reasons or examples to support your ideas on the right. Use the topics in the box to help you.

keys parking valuables lights brakes speeding driving licence

Advice for drivers	Reasons
Don't leave your keys in the ignition.	*Someone could take them and steal your car.*

C Write your ideas in two paragraphs. Look at the paragraph headings to help you decide where to put your ideas.

Drive safely

Keep your car safe

Shbabuna Project for Development and Education
مشروع شبابنا للتنمية والتعليم

D Reread your paragraphs. What changes can you make to make them clearer and stronger?

E Proofread for spelling, grammar and punctuation.

F Now exchange paragraphs with a partner. Do you have any questions about your partner's paragraphs? What is good about your partner's paragraphs?

Lesson 9 – Test yourself

VOCABULARY

A **Underline the correct words.**

1 The Land Force, the Navy and the Air Force are all *branches* / *types* of the military.

2 You must be 18 years old to *belong* / *join* the military.

3 The military needs people to *care for* / *maintain* its equipment and vehicles.

4 In the military, you can take a test to become an *officer* / *official*.

5 If you pass this test, you have more responsibility and you *investigate* / *supervise* other people.

6 When you leave the military, your training can help you find a *criminal* / *civilian* job.

6 marks

B **Complete the phrases below with words from the box. There is one extra word.**

belt	ticket	gun	camera	traffic	machine	detector	limit

1 security ______________

2 metal ______________

3 x-ray ______________

4 speed ______________

5 speeding ______________

6 radar speed ______________

7 conveyor ______________

7 marks

C Complete the sentences with an appropriate verb.

1 Drivers must ________ the speed limit.

2 You mustn't ________ without your seat belt on.

3 Your car mustn't ________ broken lights.

4 You can take the bus, so you don't have to ________ your car.

5 When you ride a motorcycle, you must ________ a helmet.

6 You must ________ a fine when you get a ticket.

7 You must slow down at a roundabout, but you don't have to ________.

8 You must ________ people cross the street at a pedestrian crossing.

9 If you ________ a crime, the police will arrest you.

9 marks

D Complete the articles with words from the box.

investigating	witness	fingerprints	arrest
unattended	disposed of	pickpocket	crime scene

The police got a call about a robbery last night. When they got to the ① ________ they found footprints and ② ________ they think were left by the criminal. They are still ③ ________ the crime, but they think they will ④ ________ someone soon.

Police caught a ⑤ ________ who had stolen several wallets and mobile phones at the airport. The same man also stole some baggage that a passenger had left ⑥ ________ in the waiting room while he bought a magazine. The thief had ⑦ ________ the stolen property when the police found him, but they spoke to a ⑧ ________ who said she had seen him steal the items.

8 marks

Total vocabulary 30 marks

GRAMMAR

E Match the beginnings and endings of the sentences.

1 I must get up early tomorrow ☐
2 You needn't take so much baggage ☐
3 We mustn't forget ☐
4 You need to get a special licence ☐
5 She has to ☐
6 I don't have to ☐

a) on a weekend trip.
b) to drive a lorry.
c) because I don't want to be late again.
d) wear a uniform at her new job.
e) leave so soon.
f) to take our passports.

6 marks

F Underline the best word in the second sentence.

1 We left two hours early. We *should / shouldn't* miss the plane.
2 The police found fingerprints at the scene. They *should / shouldn't* arrest the thief soon.
3 He studied hard. He *should / shouldn't* fail the exam.
4 He learnt about computers in the military. He *should / shouldn't* be able to help me fix mine.
5 There are security cameras in the building. The security guard *should / shouldn't* see if anyone comes in.
6 She's in 6th Preparatory. She *should / shouldn't* graduate this summer.

6 marks

G Complete the dialogues with *let's, would, could, can, should, shall* and *will*. Use each word only once.

Ali: ________ you drive me to the match this afternoon?

Faisal: Sure. You know, you ________ get a driving licence. You're old enough to drive.

Huda: ________ you tell me how to get to the mall?

Police officer: Of course. I ________ show you on the map if you like.

Police officer: ________ you show me your driving licence, please?

Kamal: Yes, here you are.

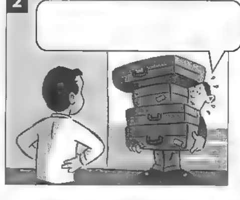
Father: ________ we stop for lunch?

Mother: That's a good idea. ________ get some petrol too.

7 marks

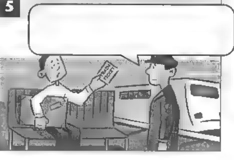
H **Write what the person is saying.**











5 marks

I **Write six sentences that are true for you with *have to, mustn't* and *don't have to* using the verbs in the box.**

study	smoke	go shopping	write	forget	get up	read	phone

Example:
I have to study for an exam tonight.

1 ____________________

2 ____________________

3 ____________________

4 ____________________

5 ____________________

6 ____________________

6 marks

J **Rewrite the sentences using the correct form of *get, have* or *make*.**

Example:

A photographer took her picture.

She had her picture taken.

1 Somebody stole their television.

They had ____________________

2 My father asked somebody to fix the computer.

My father ____________________

3 My mother told me to turn down the music.

____

4 He asked somebody to cut his hair.

____

5 Yesterday my father asked somebody to clean the car.

____

5 marks

Total grammar 35 marks

WRITING

K Ahmed wants to be a security guard. He is meeting the manager of a security company tomorrow morning at 9.00. It takes thirty minutes to go from his house to the security company. The manager sent him directions and a map. Write a letter to Ahmed of 100 to 120 words giving him advice on how to get the job. Use *you should* or *you shouldn't* in your letter at least five times. Write two paragraphs:

- Paragraph 1: advice on getting to the interview
- Paragraph 2: advice on the interview; what to wear, what to say, etc.

Dear Ahmed,

Best wishes,

20 marks

Total writing 20 marks

Lesson 10

A **Are these questions best answered by skimming or scanning? (See the language box on Activity Book page 35.) Write SK or SC on the line next to the question.**

1 What is the text about? ______

____

2 What is a radar detector? ______

____

3 Which paragraph talks about different types of radar guns? ______

____

4 Can radar guns take pictures? ______

____

Now go back and answer the questions.

B **It's important to read a text more carefully to find more complex information. Reread your text more carefully and write T (true) or F (false).**

1 Police departments don't use radar guns anymore. ☐

2 Radar guns can only calculate the speed of a car moving towards them. ☐

3 Some radar guns are shaped a bit like guns. ☐

4 A radar detector makes a beeping noise if it senses a radar being used in the area. ☐

5 There are two main problems with radar detectors. ☐

6 Some people think radar guns don't work well. ☐

7 Police must be trained to use the radar gun correctly. ☐

8 Radar guns don't need any maintenance. ☐

C **Work with a partner and agree on the five most interesting facts in the text. Explain the reasons for your choice.**

D **Write about your choice of five facts and why they are interesting. Begin like this:**

I think the following five facts are interesting.

First, that

Lesson 1

A **Match the jobs and duties in the list below.**

JOB		DUTIES
1 architect	e	a) flies a plane
2 cameraman		b) fixes and installs pipes for water
3 engineer		c) designs and builds machines, engines or roads
4 flight attendant		d) does general office work
5 journalist		e) designs buildings
6 lawyer		f) gives advice to people about the law
7 lifeguard		g) is responsible for the safety of swimmers
8 pilot		h) looks after passengers on a plane
9 plumber		i) operates on people in hospital
10 surgeon		j) operates the camera for films or TV programmes
11 secretary		k) shows tourists around
12 tour guide		l) writes articles for newspapers and magazines

B **Ask and answer questions, using both the job list and the duties list above.**



What do you call a person who designs buildings?





What's an architect?

It's someone who designs buildings.



C **Write definitions for the following jobs.**

1 A nurse *is someone who looks after sick people and helps doctors.*

2 A fashion designer ______________________

3 A hotel manager ______________________

4 A salesperson ______________________

5 A TV presenter ______________________

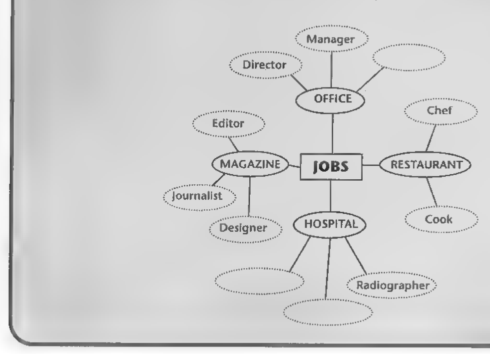
6 A marketing manager ______________________

7 A cartoonist ______________________

Study Tip: learning vocabulary

- A good way to learn new words is to make a **word web**. Choose a topic that you like. Write it in the middle of a big piece of paper. Write words in English or in your language as they come into your head. Use a dictionary if necessary.

  Here is an example of a word web based on the word *jobs*. Add some more words.



Lesson 2

A Match the sentence halves and complete the sentences. Add a comma (,) where necessary.

1 [b] I can't get to sleep if I drink a lot of coffee.
2 [ ] If I lend my brother CDs ______
3 [ ] If you work in marketing ______
4 [ ] If you're good at languages ______
5 [ ] My parents get worried ______
6 [ ] You need to improve your English ______
7 [ ] Food goes bad ______

a) if I come home late.
b) if I drink a lot of coffee.
c) he always loses them.
d) you can be an interpreter.
e) unless you keep it in the fridge.
f) your job is to encourage people to buy.
g) if you want to study in Britain.

B Write these sentences using the correct form of the verbs in brackets.

1 If I (not pass) the high school exam this year, I (take) it again next year.
If I don't pass the high school exam this year, I'll take it again next year.

2 If she (not apply) for a scholarship, of course she (not get) one.
______
______

3 If anyone (need) advice about their application forms, I (be) here tomorrow to help.
______
______

4 If he (log on) to the British Council site, he (find) quite a lot of useful information about courses in Britain.

5 If you (want) to do a degree in Britain, you (have to) do a one-year foundation course first.

6 Unless he (make) a big effort this term, he (not get through) the end-of-year exams.

7 If you are offered a place at Carnegie University, (you accept) it?

First conditional

- We usually have the **present simple** in the *if* clause. But we can sometimes use the present continuous for actions that are prolonged.
  - If it's raining tomorrow, we won't go for a picnic.
  - If they're still working, we can wait until they've finished.
- In the main clause, we can use the **future simple** with *will/won't*, the present continuous with future reference, *going to, can, might, should* or an imperative.
  - If you pass, what will you do next year?
  - If he gets a visa, he's leaving next week.
  - If you do that again, I'm going to get really annoyed.
  - If you get here early, we can work on our projects together.
  - If it isn't too hot tomorrow, I might play tennis.
  - If he asks you for money, you shouldn't give him any.
  - If he asks you for money, don't give him any.

C Complete these sentences in the first conditional.

1 If I do really well in the exams, ______________________

____

2 If you want to work in the media, ______________________

____

3 If my parents can afford it, ______________________

____

4 If I don't get a place at ______________________

____

5 If you want to study languages, ______________________

____

D Work with a partner. Ask each other these questions. Write down your partner's answers in note form.

1 What kind of career are you interested in?

2 Do you want a career where you are part of a team? Where you have a lot of responsibility? Where you travel a lot?

3 Are you good at leading/organizing/helping other people?

4 Where do you want to go to college?

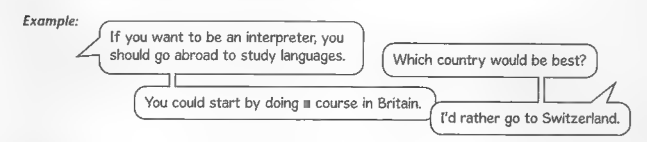
5 What kind of further study are you interested in?

6 Are you interested in working or studying in another country?

7 What do you think your personal strengths are?

E **Work in pairs. Have conversations based on your partner's answers in Exercise D, like this: A: Recommend something using the phrases *If you like / If you enjoy / If you are good at / If you want to …* B: Continue the conversation.**

Example:



Lesson 3

A **Practise the dialogue on page 28 of the Student's Book in pairs. Then change Maryam's ideal career and the other words in bold and create and practise new dialogues.**

1 painter/buy my paintings/my art is always a bit messy/do art in my free time

2 actor/come to my shows/I'm not a brilliant performer/be an actor in my free time

3 writer/read my books/I haven't got anything very important to write about/write stories in my free time

B **Write sentences in the second conditional using the verbs in brackets.**

1 If I _had_ (have) lots of money, I _would buy_ (buy) a racehorse.

2 I ________ (not have) to spend so long on my homework if I ________ (have) a computer of my own.

3 Where ________ (you choose) to live if you ________ (can) live anywhere in the world?

4 I ________ (learn) to parachute if my friend ________ (say) she would do it with me.

5 If I ________ (be) you, I ________ (not ask) his advice about anything.

6 She ________ (look) much nicer if she ________ (wear) contact lenses instead of glasses.

7 He ________ (be) more attractive if he ________ (shave) his beard off.

8 I ________ (not marry) him even if he ________ (be) the last man on earth!

C **Work in pairs. Complete the sentences orally with your own ideas.**

1 If I had my own car, I'd take my friends on picnics every weekend.

2 If my father won a million pounds, __________

3 If I had one wish, __________

4 If I had three wishes, __________

D **Write 100 to 120 words beginning *If I was a millionaire, …* Use some of these ideas:**

- I'd take my family on holiday.
- I'd buy a fabulous house.
- I'd spend a year travelling.
- I'd buy a chain of health clubs.
- I'd have flying lessons and buy my own plane.

B **Imagine you are a pilot being interviewed. Use your imagination to answer the questions below.**

Example:

How long was the training?

It was four years.

1 How long have you been flying?

____

2 Do you still like the job?

____

3 What's your favourite route?

____

4 How did you feel on your first solo flight?

____

5 Have you ever had a scary experience when flying?

____

____

C **Use the questions and answers above to role-play an interview with a pilot. Student A asks the questions and Student B answers.**



D **Report the interview in Exercise C as if you were the pilot. Write reported questions and answers.**

Example:

He/She asked me how long the training had been.

I told him/her it had been four years.

1 ______________________________

____

2 ______________________________

____

3 ______________________________

____

4 ______________________________

____

5 ______________________________

____

____

____

Lesson 5

A Study the rules and complete the examples.

Regrets

If only you had told me about your problem. (= Then I could have helped.)

I wish I ______________ gone to bed so late. (= Then I wouldn't have been so tired.)

I wish I ______________ more carefully. (= Then I wouldn't have crashed the car.)

- We use *If only* or *I wish* + past perfect to express regret about the past.

B Write regrets starting *If only* or *I wish* for the situations below.

1 Unfortunately, I ate three bars of chocolate. That's why I felt sick.

If only I hadn't eaten three bars of chocolate.

2 Unfortunately, he fell over during the race. That's why he didn't win.

____

3 Unfortunately, you were rude to your brother. Now he won't give us a lift to the cinema.

____

4 Unfortunately, I spent all my money at the weekend. That's why I can't buy those shoes.

____

5 Unfortunately, they didn't train every day. That's why they lost the match.

____

6 Unfortunately, I left my camera at Faten's house. That's why I couldn't get a picture of the dolphin.

____

7 Unfortunately, she lost their address. That's why she couldn't write to them.

____

C **Write two regrets for each situation using *I wish* ... and *If only* ...**

1 You were late for school today and got into serious trouble.

I wish I'd got up earlier.

If only my father had given me a lift.

2 Your team lost the match on Saturday.

3 You got a bad mark in your last Science exam.

4 Your brother is very annoyed with you.

5 You didn't lock the car and a thief stole some valuable things of yours from it.

1 You went to an interview at a TV company. You were hoping to get a place to train there as a camera operator. Unfortunately, the interview went badly and they didn't offer you a place. Complete the e-mail below to a friend telling them what happened at the interview. Express your regrets. Here are some suggestions for regrets:

You:

- arrived late
- forgot the name of the main person who was interviewing you
- felt shy and looked at the floor during the interview
- didn't make eye contact with the interviewers
- didn't ask any questions about the training
- weren't able to relax
- wore a heavy suit and felt too hot
- were not able to remember the name of your favourite TV programmes

Hi ______________________,

I have some bad news. You remember I applied to the local news station to be a trainee camera operator? Well, I went for the interview yesterday. Unfortunately, it went badly and they didn't offer me the position. If only I hadn't arrived ten minutes late for the interview. I know that created a bad impression. And I wish

Lesson 6

A Match the beginnings and the endings of Mustafa's sentences.

1 [ ] I would have trained as a pilot if I had passed

2 [ ] I would have been a doctor if I hadn't been

3 [ ] I might have become an engineer if I hadn't been

4 [ ] I would have stayed in the police force if I hadn't been

5 [ ] I could have been a good tour guide if I'd spoken

a) scared of heights

b) scared of blood

c) more languages

d) so unfit

e) the eye test

B Make sentences in the third conditional by putting the verbs in the correct form.

1 If I *had known* (know) about her problems, I would have lent her some money.

2 If we ________ (leave) a little earlier, we would not have missed the bus.

3 We ________ (not eat) at that restaurant if we had known it was so expensive.

4 I would have studied medicine if my parents ________ (have) enough money to pay for the course.

5 What would you have done if nobody ________ (come) to rescue you?

6 We ________ (die) of thirst in the desert if Adam and Ali had not come for us in their truck.

7 If Salwa hadn't told me about the new time for the class, I ________ (be) really late.

C **Complete these sentences in the third conditional. Use an appropriate verb in the correct form.**

Example:

You would have met my Aunt Salima if you had come to our party.

1 I wouldn't have missed the plane if ______

2 We wouldn't have camped there if ______

3 If we had looked at the map, we ______

4 If I hadn't had the operation, ______

5 You wouldn't have broken your ankle if you ______

6 If you had stayed in bed and rested, you ______

7 She wouldn't have got sunburnt if ______

8 They would have won the match if ______

Lesson 7

A **Complete the accommodation form for yourself. Use the correct words from the box for questions 6–10.**

allergies	details	diet	medical	permit

Accommodation Information

Title: ① ____________

First name: ② ____________

Family name: ③ ____________

Date of birth: ④ ____________

Gender: ⑤ ____________

(If you answer yes to any of the questions below, please give ⑥ ____________.)

Do you have any special ⑦ ____________ requirements? Yes/No

____

Do you have a ⑧ ____________ condition? Yes/No

____

Do you have any ⑨ ____________? Yes/No

____

Do you smoke? Yes/No

____

(Please note. Most private homestays do not ⑩ ____________ smoking indoors.)

B **Work in pairs. You and your partner are interested in doing a course at Birchwood International College this summer. But you have some questions first. Write down five more questions you would like to ask about the courses, locations and accommodation.**
Examples:

Do you offer any city locations?

Are there any facilities for sport in the city locations?

Are evening meals provided in homestay accommodation?

1 ______________________________

____

2 ______________________________

____

3 ______________________________

____

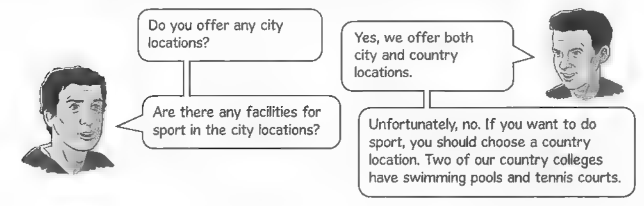
4 ______________________________

____

5 ______________________________

____

C **Work with another pair. Pair A: You are students wanting to do a course at Birchwood International College this summer. Take turns asking the questions you prepared in Exercise B. Pair B: You are secretaries at Birchwood International College. Use the information on page 32 of the Student's Book and your imagination to answer the questions.**



Lesson 8

A **Complete an e-mail to a friend asking him/her to come with you to Britain this summer to do an English course. Use the information on page 32 of the Student's Book.**

Dear ____________

I'm thinking of doing an English course at Birchwood International College this summer. I was wondering if you would like to join me. It would be much nicer to have a friend with me, although we would have to promise to only speak English to each other!

I was thinking of going for ____________ weeks in ____________. Of course, it is never very hot in Britain, not even in the summer. So we wouldn't need to worry about the heat.

There is a choice of 24 locations. The college has both country and city locations. Personally, I would prefer to be in ____________ because ____________

____

but of course, I don't mind if you have a strong opinion about where you would like to go.

There is also a choice of accommodation. We can either stay ____________

____________ or we can stay ____________.
Personally, I would prefer ____________
because ____________
____________ but I am open to your suggestions.

The price of the course will be around £150 a week and the accommodation will cost around £75 a week. We will also need to take plenty of pocket money for shopping, ____________ and souvenirs. I definitely think it will be worth it even if it does cost a lot of money. We will learn ____________ and visit some wonderful places.

I really hope you can come. It will be a great experience. Let me know what you think.
Looking forward to hearing from you,

Best wishes,

____

8 **Write an e-mail to a friend asking him/her to come with you abroad this summer to do an English course. Write 100 to 120 words. The following notes will be useful.**

- Suggest the month when you'd like to go and how long you'd like to go for.
- Describe the choice of locations.
- Suggest the location you'd prefer. Give reasons for your preference. For example, in a city there will be more to do and lots of good shops and restaurants. Or, in a country location, there will be plenty of peace and quiet and the opportunity to get fit.
- Say you are open to suggestions about location.
- Suggest the type of accommodation you would prefer. Give reasons. For example, with a homestay you would get more chance to meet British people and speak English in the evenings. Or, if you stay in a hostel, you would enjoy more freedom and independence, and you would find it more fun to be with other international students your own age.
- Talk about the prices. Say that you know it will be expensive but you think it will be worth it.

____

____

____

____

____

____

____

Lesson 9 – Test yourself

VOCABULARY

A Complete the sentences with the correct word from the box.

architect engineer flight attendant journalist lawyer lifeguard pilot plumber secretary surgeon tour guide

1 Salwa works with the director of the company. She writes all his letters and answers the telephone. She is his ________________.

2 Captain Yousouf has been a ________________ for ten years now. At the moment, he flies planes from Europe to the Gulf.

3 Jameel nearly drowned at the beach yesterday. Luckily, the ________________ saw him and rescued him.

4 'Who designed that amazing building?' 'My uncle. He's a famous ________________, you know.'

5 My sister is a ________________. She takes tourists sightseeing in London every day.

6 Have you read the article about dhows in this magazine? It's by my aunt, who is a ________________.

6 marks

B Circle the correct answers.

1 If you *dislike* something, you:
a) like it very much
b) don't like it
c) used to like it

2 If you *distrust* someone, you:
a) don't agree with them
b) have confidence in them
c) don't have confidence in them

3 If you *disconnect* your TV, you:
a) need to buy a new TV
b) can still see a picture
c) can't see the picture anymore

4 If you *discourage* someone, you:
a) make them feel they can't do something
b) make them feel they can do something
c) make them feel ill

5 If you *disobey* someone, you:
a) do what they say
b) don't do what they say
c) don't like them

6 If something has *disappeared*, you:
a) have just found it again
b) can see it
c) can't see it

6 marks

C Complete the sentences with the appropriate words.

1 I'm hungry. Let's have lunch in the college ________.

2 You'll really enjoy studying there. All the ________ are really friendly and helpful.

3 Please fill in this form. Write your name here and all the other ________ underneath.

4 What is your ________? Is it Mrs, Miss or Dr?

5 I would like to go on a computer ________ to improve my skills.

6 I didn't know what to do after leaving school, but one of my teachers gave me some very good ________.

7 They didn't know which class I should be in, so I did a test to find out what ________ my English was.

8 I can't get that job because I don't have the right ________.

9 I want to go to ________ and get a Science degree.

10 I am interested in the environment. I would like a ________ in ecology.

10 marks

Total vocabulary 22 marks

GRAMMAR

D Use the prompts to complete the sentences, using the correct conditionals.

1 What would you like to change if you _could_ (can) change one thing about your appearance?

2 If you go to bed now, you ________ (probably feel) better in the morning.

3 What would you buy first if you ________ (win) a million pounds?

4 What would we have done if our car ________ (break down) in the desert?

5 I won't help Sharifa with her Maths if she ________ (not lend) me her camera.

6 If you ________ (find) a snake in your bed, what would you do?

6 marks

E Imagine you are in these situations. For each situation, write a sentence with *I wish …* or *If only …*

You've eaten too much chocolate and now you feel sick.

I wish I hadn't eaten so much chocolate.

1 You drank a lot of coffee. Now you are in bed and you can't sleep.

____

2 You decided not to go to the park with your friends. Now you regret it.

____

3 You didn't revise for your Geography exam and you got a bad mark. You feel sorry about this.

____

4 You bought some shoes last week. You've decided you don't like them.

____

5 You are at the park with your friends. You would like to take some photos but you have forgotten to bring your camera.

____

10 marks

F **Write who asked you each question and report the question.**

the shop assistant	my mother	the dentist	my English teacher	the football coach	the hairdresser

How short do you want your hair?

The hairdresser asked me how short I wanted my hair.

1 How often do you clean your teeth?

____

____

2 Why haven't you answered all the questions?

____

____

3 Will you be free to play in the match on Saturday?

____

____

4 When are you going to get out of bed?

____

____

5 Is the red jacket OK for you?

____

____

10 marks

G **Write the direct questions as reported questions.**

1 Can I borrow some money?

She asked me ____.

2 Where did you lose your purse?

I asked her ____.

3 How long have you been waiting for Faisal?

He asked me ____.

4 Will you be able to come to my party?

I asked Layla ____.

5 What are you doing on Friday afternoon?

Adam asked me ____.

10 marks

Total grammar **36 marks**

WRITING

Before you do Exercise H: read the text on page 32 of the Student's Book. Revise Lesson 8 in the Activity Book, pages 66–68.

H **Write 100 to 120 words on the advantages of studying English in Britain.**
These notes may help you:

- you can hear people speaking English all day, in many different situations
- lots of opportunities to practise speaking, especially if staying with a British family
- watch TV and films in English and listen to radio
- read English newspapers, advertisements, notices
- observe British way of life
- possibly stay with British family

Total writing 20 marks

Lesson 10

A **Look up the following words and phrases in a dictionary. Then use them in sentences that show their meaning.**

technical terms | postgraduate | diploma | stressful | ~~conference~~ | literal translation

Example:

There were speakers from every oil-producing country at the conference.

1 ______________________

2 ______________________

3 ______________________

4 ______________________

5 ______________________

B **Find words or phrases in the text on page 33 of the Student's Book that mean:**

1 yearly ______________

2 things you put over your ears to listen privately ______________

3 the box-like room where interpreters work ______________

4 in a difficult situation ______________

5 give an idea of the meaning ______________

6 wanted and needed ______________

7 unemployed ______________

C **Write five questions that you would like to ask Samira about being a conference interpreter.**

Examples:

Which is the best place to do a postgraduate course in interpreting?

What kinds of things did you do on the course?

1 ______

2 ______

3 ______

4 ______

5 ______

Imagine you are Samira. Write answers to the questions in Exercise C as if you were her.

1 ______

______

2 ______

______

3 ______

______

4 ______

______

5 ______

______

Lesson 1

A Complete the sentences with the past simple of an appropriate verb.

1 Rana ______________ an e-mail to Badria to tell her about her new clothes company.

2 She and her brother, Rashid, ______________ the company last September.

3 They ______________ to Lebanon and Morocco to choose cloth two months ago.

4 They ______________ a lot of success at London Fashion Week.

5 They ______________ important new contacts there and ______________ a lot of shirts to influential people.

6 At Heathrow Airport, they ______________ an old school friend called Muna.

7 Muna ______________ married to Ghassan two years ago.

B Imagine you are Badria. You want to ask Rana some questions about her recent trip to Lebanon and Morocco. Write questions about Rana's trip. Ask about: the country she preferred; who travelled with her; the food; Morocco; the hotels; sightseeing; language for business meetings. Then ask and answer the questions in pairs, using your imagination for the answers.

____

____

____

____

____

____

____

____

C **Put the correct verb in the correct tense: past continuous or past simple.**

1 I ____________ in the park when somebody ____________ a ball at me. (sit / kick)

2 We ____________ to the beach when we ____________ a loud crash. (hear / drive)

3 They ____________ in the desert when they ____________ a large snake. (camp / see)

4 When I ____________ her at the airport, Muna ____________ a long blue dress. (meet / wear)

5 Khaled ____________ football when he ____________ his ankle. (play / break)

D **Write an e-mail of 100 to 120 words telling a friend about a company you have recently set up with a friend or relative. The company could be producing one of the following: jewellery, cosmetics, perfume, food or footwear. Model your e-mail on the first three paragraphs of Rana's e-mail, changing the details.**

Lesson 2

A Write five sentences about Mr Saab's life using *used to / didn't use to.*

1 ______________________________

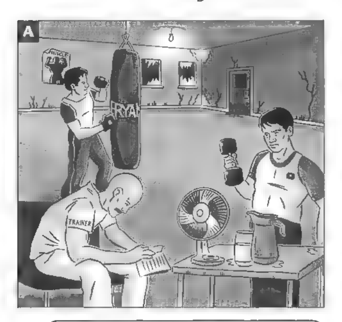
2 ______________________________

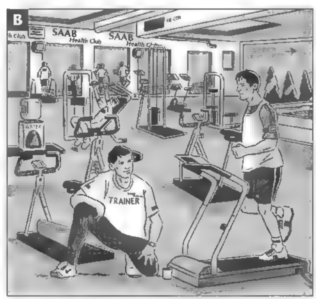
3 ______________________________

4 ______________________________

5 ______________________________

B **Look at the pictures of the gym before and after Mr Saab bought it. Then close your books. How much can you remember about the gym before it became a smart health club? Take turns making sentences with *used to/didn't use to.***





There didn't use to be a swimming pool.

The windows used to be broken.

C **Imagine you are interviewing Mr Saab. Write five questions with *did ... use to* that you would like to ask him. Do not repeat any of the questions in the interview on page 37 of the Student's Book.**

Example:

What kind of car did you use to have before you became successful?

1 ______________________________

2 ______________________________

3 ______________________________

4 ______________________________

5 ______________________________

Lesson 3

A Work with a partner. Ask and answer about what you have to do at home.

B Make a list of six things that you know you have to do in the next week or two.

I have to call my cousin about our plans for the weekend.

I have to look for my photos of Samira's party.

1 ______________________________

2 ______________________________

3 ______________________________

4 ______________________________

5 ______________________________

6 ______________________________

C Play the *had to* chain game in teams of six or more students. First give the whole team a job, profession or business. Then each student in the team has to say what they had to do in their job last week. The next student has to repeat what the previous student said, and add something.

Example: Owner of a restaurant

Student A: Last week, I had to go to the market with the chef.
Student B: Last week, I had to go to the market with the chef, and I had to order a new fridge.
Student C: Last week, I had to go to the market with the chef, I had to order a new fridge, and I had to interview two waiters.

D **Read the language box, then complete the sentences about Birchwood International College with *have to, don't have to, mustn't, should* or *shouldn't.***

Mustn't/not have to

- We use *mustn't* to say that we don't want someone to do something or when something is forbidden.
  - *I mustn't forget to call Sharifa. I told her I'd call her today.*
  - *The teacher said we mustn't copy each other's work. She wants us to work on our own for this exercise.*
- We use the negative of *have to* (*don't / doesn't / didn't have to*) when something is not necessary.
  - *We don't have to go by bus. We can get a taxi if you prefer.*
  - *I didn't have to get up early today. We had the day off school.*

BIRCHWOOD INTERNATIONAL COLLEGE

Information for new students

Accommodation

1 You ________________ share a room with other students, but the price of accommodation is lower if you do.

2 Breakfast is from 7 to 9 a.m. You ________________ eat it but the price is included.

3 All students __________ be out of their rooms by 9.30 a.m. so that the cleaners can get in and clean them.

4 You can eat snacks and have drinks in your rooms but you ____________ cook.

5 You can play your CD and DVD players in your rooms, but you __________ make noise after 1 a.m.

Courses

1 Classes start at 9.30 a.m. every day. Students ______________ be late.

2 If you are late, you ______________ go to the office and sign the late book before joining your class.

3 We provide all the books for our courses. You ______________ bring any books besides a dictionary.

4 You ______________ take the special computer course, but we think all our students will find it useful.

5 There are social activities, sports and excursions after class every day. You ____________ do any of these, but if you want to, you ____________ sign the list by 11 a.m.

Lesson 4

A **Take turns telling the class what your partner said about him/herself. Put statements from the quiz into indirect speech.**

Bashir said he usually finished class work before everyone else.

Salwa said she didn't talk more than most people.

B **Complete these sentences.**

1 He gets angry if ______________________________

2 I get embarrassed if ______________________________

3 She gets excited when ______________________________

4 I'll be happy if ______________________________

5 They'll be sorry if ______________________________

6 Your brother will be annoyed if ______________________________

7 My mother would be pleased if ______________________________

8 My friend would be surprised if ______________________________

C **Use the prompts to complete the sentences using the correct conditionals.**

1 If I __________ (be) you, I would apply for that course this week.

2 I __________ (help) you with your application form if you bring it round on Saturday.

3 What __________ (you do) if you __________ (wake up) and __________ (find) you had turned into a fly?

4 Ali would be really happy if he __________ (can) spend the summer studying in London.

5 Which course __________ (Muna apply) for if she passes all her exams this year?

6 __________ (your brother get) annoyed if he doesn't win at chess?

Lesson 5

A Work in pairs. Discuss what you would have done in the following situations.

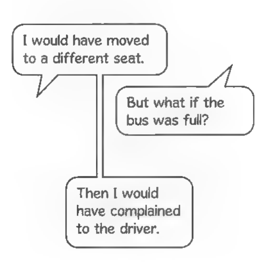
1 Ahmed doesn't smoke. He was travelling on a bus and the people next to him started smoking. He asked them to stop smoking.

2 Salima invited two friends to dinner on Saturday. They came on Friday. Salima told them to come back the next day.

3 Safia was staying at a friend's house and accidentally broke a beautiful glass vase. She decided not to say anything about it and hid the pieces.

4 Kerim was not pleased with the food or service he got in a restaurant. He left without finishing his meal and didn't pay.

5 Muna's neighbours were watching TV and the noise was keeping her awake. She got annoyed and called the police.



B Now write what you would have done in each of the situations.

1 *I would have moved to a different seat.*

2 ______________________________

____

3 ______________________________

____

4 ______________________________

____

5 ______________________________

____

C **Write an e-mail of 100 to 120 words about a really bad day out where everything went wrong. Use your imagination. Start like this:**

Dear ______________,

I had a terrible day last Saturday. I wish I had stayed in bed then all this would not have happened.

Complete each word with the right ending.

1	fract ________	ness
2	ineffic ________	tion
3	unfortun ________	age
4	independ ________	al
5	unusu ________	fy
6	identi ________	vise
7	super ________	ate
8	wit ________	ent
9	applica ________	ure
10	discour ________	ient

Lesson 6



A Match the words and phrases with their definitions.

1 a competitive salary
2 ambitious
3 vacancy
4 considerable
5 equivalent

a) the company has a space for a new employee
b) the same as or similar to
c) this means that you really want to succeed
d) a lot (of)
e) a good salary, compared with other employers

1 Read the job advertisement below and complete a letter of application for a job as either a receptionist or a personal trainer.

OASIS SPORTS AND LEISURE

The Middle East's leading health club chain is expanding. We have vacancies for receptionists and personal trainers based in our new clubs in Bahrain, Iraq, Egypt, Dubai, the UAE and Lebanon.

Receptionists

you must have:

good communication skills
good typing and computer skills
good exam results

you must be:

good at working in a team
able to work alone if necessary
prepared to work evenings and weekends
energetic, helpful and friendly
able to communicate in English and Arabic

Personal trainers

you must have:

good exam results
good communication skills
the ability to motivate and help gym members
some experience of teaching or coaching PE or sport

you must be:

good at sport or gym
physically fit
prepared to work evenings and weekends
energetic, helpful and friendly
able to communicate in English and Arabic

We offer a competitive salary and excellent terms and conditions, including free health club membership. Apply in writing, enclosing a CV and recent photo, and stating which country you would prefer to work in, to Ms Lamia Kubba, Human Resources ...

Dear Ms ____________

I saw your recent ____________ for a ____________ and would like to apply.

As you can ____________ from my ____________, I left school ____________ and since then have ____________. I am now keen to find a full-time job in the ____________ industry.

I have all the qualifications you mention in your advert. In particular, I would like to say that ____________
____

I look forward to ____________ from you.

____________ sincerely,

____

Lesson 7

A **Read the job advertisements below, choose which one you would like to apply for and write a letter of application. Use the letter on page 41 of the Student's Book as a guide, changing details as appropriate. Write 100 to 120 words.**

Dahab

Iraq's famous jewellery store

We are looking for a jewellery designer to work in our factory in Karrada.

You must:

be good at working in a team;
enjoy solving design problems;
have plenty of unusual and creative ideas.

You must have:

a diploma in design;
two years' experience designing jewellery.

Apply in writing, saying what you can bring to the job. Write to Saeed Aziz, Human Resources, ...

We are looking for a manager for our new restaurant

MARHABABA

opening in Baghdad's Al Harthiya district next month

You must:

- be very energetic and ambitious;
- have experience of leading a team;
- be able to remain calm under pressure;
- have the drive and ability to make Marhababa the top restaurant in Iraq;
- have excellent communication skills;
- be able to charm customers and make them feel welcome;
- speak good Arabic and English.

Apply in writing, saying why you deserve an interview. Write to Mr A Shakir ...

Lesson 1

A **Use the compound nouns on page 44 of the Student's Book to complete the sentences below.**

1 If we get a ______________________ in Spain, we can buy food at the market and make our own meals.

2 Let's not go on a __________ - __________ to Italy. It would be more fun to choose our own hotels and tours when we get there.

3 I can't find my ______________________. I won't be able to get on the plane if I don't find it.

4 Let's go for a walk along the ______________________ this evening and watch the sunset over the water.

5 I don't like booking flights online. Let's go and buy our tickets at that ______________________ in Al Saad Street.

6 If you order it now, the hotel kitchen will make a ______________________ for anyone who is going on the tour tomorrow.

7 I spent the morning at the beach and in the afternoon we did some ______________________. I took lots of photos of the Roman temples.

8 You can't rely on public transport on that island. You should find out about ______________________ so you can travel more independently.

Compound nouns

- Compound nouns can be found in three different forms:
  - as in most of this exercise, where they are two separate nouns (or adjective + noun);
  - those that are linked by a hyphen;
  - those that have become one word.

There is no clear rule about which form to use, and the form changes over time. When words are often used together, they might become hyphenated and later become one word.

Examples of two words becoming one are much more common than hyphenated words. For example, *cardboard, footstep, lifestyle, sunset.*

B **Match the questions and responses. Then write one more line for each conversation.**

1 [ ] Do you have a complaint, madam?

2 [ ] What's the exchange rate, please?

3 [ ] Excuse me. Where's the check-in for the Lebanon flight?

A It's a bit early. I don't think it's open yet.

B Yes. The basin is blocked and the air conditioning doesn't work.

C It's about 1,800 Iraqi dinars to the pound.

1 ______________________________

____

____

2 ______________________________

____

____

3 ______________________________

____

____

C **Practise the conversations in pairs.**

Lesson 2

A 🎧 ⑮ **Listen to different people talking about points related to holidays. Match them to the topics below. Write the correct number in each box.**

a) [ ] accommodation

b) [ ] activities

c) [ ] the atmosphere

d) [ ] brochures

e) [ ] excursions

f) [ ] the flight

g) [ ] the service

ever, never + present perfect simple

- We use *ever* and *never* with the present perfect simple. We use *ever* in questions, e.g., *Have you **ever** eaten octopus?* We can use *never* to answer them, e.g., *No, I've **never** tried it.*

6 Write true sentences with *never* about you, your family and your friends. Write about:

1 animals (ride / hold / see / touch)

I've never ridden an elephant.

My sister has never held a scorpion.

2 a game (play)

3 food (eat / try / make)

4 a place (be to / visit)

5 a sport or activity (do / run / swim, etc.)

C **Write one word in each gap, then write the conversation in the correct order.**

1 Two years ____________, Karim organized a trip on his birthday.

2 Have you *ever* ____________ camped in the desert?

3 It was great. We made a fire and we cooked a whole sheep. I really enjoyed ____________.

4 Lucky you. I've never done that, but I'd like to. When ____________ you go?

5 Oh, I remember. I wanted to go on that, but I couldn't. What ____________ it like?

6 Yes, I ____________.

A: *Have you ever camped in the desert?*

B: ____

A: ____

____

B: ____

____

A: ____

____

B: ____

____

just, already, yet + present perfect

- We use *just* + present perfect when we talk about something that happened a short time ago, e.g., *You look nice. Have you **just** been to the hairdresser?*
- We use *already* + present perfect when we talk about something that happened before we expected it, e.g., *It's only eight o'clock but Samira has **already** gone to bed.*
- We use *yet* + present perfect in negative sentences and questions when we talk about something we expect to happen, e.g., *I haven't done my exams **yet**. [But I will soon.] Have you passed your driving test **yet**? [I expect you have, or will soon.]*

Complete the responses, using *just/already/yet* and an appropriate verb.

Example:

Would you like a cup of coffee?

No, thanks. I've just had one.

1 Does Samira know about the meeting?
 I'm sorry, I ______________________.

2 Would you like to come to see the new film with us?
 Thanks for asking, but I ______________________.

3 Can I borrow that book after you?
 Here you are. I ______________________.

4 Look at the noticeboard. There's an advert for English courses.
 I know, I ______________________.

5 If you see Khalid, can you ask him about tonight?
 He can come. I ______________________.

Lesson 3

A Find the collocations for the following words in the text on page 46 of the Student's Book.

1 thoroughly ____________

2 I can honestly ____________

3 lived up to my ____________

4 to name a ____________

How long + present perfect simple + for or since

- We use the question *How long* + present perfect when we want to ask about a period of time from a point in the past until now.
- We use the present perfect simple when we ask and answer about states using verbs like *be, have, know, live* and *work*.

  ***How long** have you been married? **How long** have you lived here?*
- When the answer relates to a period of time, we use *for.*

  ***For** ten years.*
- When the answer relates to a point in time, we use *since.*

  ***Since** 2003.*
- We often answer questions with a short answer, as above. The full answer to the question would be:

  We have been married for ten years.
  We have been married since 2003.

Remember: When we ask a question with *How long,* we usually assume that the event has not finished. In the example above, we assume the two people are still married.

Choose *for* or *since* to complete the phrases.

Examples:

since ________ Friday
for ________ ten years

1 ________ I was at nursery school
2 ________ last January
3 ________ yesterday
4 ________ three weeks
5 ________ a month and a half
6 ________ I was six
7 ________ ages
8 ________ I was born
9 ________ the first of March
10 ________ about 1996
11 ________ two hours
12 ________ a very long time

C **Work in pairs. Take turns asking and answering the questions. Then make up five more questions and ask and answer them.**

How long have you:

- been at this school?
- lived in your house?
- known your best friend?
- studied English?
- been able to swim?
- had a mobile phone/CD player/MP3 player?
- had a ______________________________
- had a ______________________________
- known ______________________________
- been interested in ______________________________
- been able to ______________________________

How long have you been at this school?

For six years.

D **Complete the second sentence so that it has a similar meaning to the first sentence, putting the verbs in brackets in the present perfect simple.**

Example:

The last time I saw her was in 2001. (not see)

I haven't seen her since 2001.

They got married three years ago. (be)

They've been married for three years.

1 We first met them in July. (know)

____

2 He bought that motorbike a long time ago. (have)

____

3 She last went to the dentist in September. (not be)

____

4 We last ate there in July. (not eat)

____

5 He got angry at lunchtime. (be)

____

6 The last time he wrote or phoned was six months ago. (not be in touch)

____

Read the language box. Then use the information to complete the exercise below.

Present perfect continuous

- We use the present perfect **continuous** when asking and answering about **activities** that began in the past and have just finished or are still going on now.

  *How long **have they been talking?***

- The present perfect continuous describes the same time period as the present perfect simple, so we use *since* and *for* with this tense as well.

  (They've been talking) ***for** an hour/**since** eight o'clock.*

For each situation, write questions using the words in brackets. Use the present perfect simple or present perfect continuous. Then write a suitable answer using *since* or *for*.

Example:

You arrive late for your appointment. You ask:

(how long / wait?) How long have you been waiting?

For ten minutes. / Since six o'clock.

1 You have a friend who is learning Japanese. You ask:

(how long / learn / Japanese?) _______________

____

2 You meet a pilot. You ask:

(how long / be a pilot?) ______________________________

____

3 You meet somebody who is a writer. You ask:

(how long / write?) ______________________________

____

4 You are going to meet a friend of your cousin. You ask:

(how long / know?) ______________________________

____

5 Your sister is busy cooking for a party. You ask:

(how long / cook?) ______________________________

____

Lesson 4

been and gone

- We use *has gone* to say that someone has gone away and has not yet returned.

  Adel is on holiday. He has ***gone*** *to Dubai.* (= He is in Dubai now.)

- We use *has been* to say that someone went away, returned and is still back.

  Latifa and her family ***have been*** *on holiday in Dubai. They had a good time there.*
  (= They went and came back.)

A Write the past participle of these irregular verbs.

be	*been*	leave	______
buy	______	meet	______
do	______	see	______
find	______	spend	______
go	______		

B **Complete the sentences with the correct form of the present perfect. Choose an appropriate verb in each case.**

1 Let's not watch this DVD. I ______ ______ it four times already.

2 I ______________ my mobile at last. It was under the bed! Now I can phone Beth.

3 I ______________ a fantastic new CD. Do you want to come round and listen to it?

4 I ______________ to the cinema. I saw a really good film.

5 I can't see the screen. I ______________ my glasses at home.

6 I'm afraid Souad ______________ out with her sister. They left about ten minutes ago.

Present perfect

- **General rule:** Present perfect refers to what happened in a **period starting in the past and ending in the present or continuing into the future.** Often there is a result in the present.
  Someone has drunk all the orange juice. (**Period**: between buying the orange juice and now. **Result**: now there is no orange juice left.)
- **Key words:** We often use present perfect with *ever, never, just, already, yet, so far* and *since.* We often use it with *for* and questions with *How long, How often* and *How many.*
  Compare: *He has lived there for two years.* (and still does)
  He lived there for two years. (but left three years ago)
  Compare: *How long have you lived there?* (and are still living there)
  How long did you live there? (before you left)
- **General rule:** We use the past simple for actions that happened **and ended in the past.**
  Al-Khwarizmi invented algebra in about 830.
- **Key words:** We use the past simple with time phrases like *yesterday, last week, on Tuesday, two years ago* and in a lot of *When* questions.
  When did they arrive? They got here ten minutes ***ago.***

C **Complete the dialogue with the correct form of the present perfect or past simple.**

A: I'm really excited because I'm going to London in the summer.

B: ① Have you bought (you / buy) your plane ticket yet?

A: Yes, I ② have ________ (have). I ③ ________ (buy) it last week.

B: ④ ________ (you / book) a hotel yet?

A: No, I ⑤ ________. But my uncle and aunt in London ⑥ ________ (just / write) to me inviting me to stay with them.

B: ⑦ ________ (you / buy) any maps of London or guidebooks yet?

A: Yes, I ⑧ ________. I ⑨ ________ (buy) a map and two guidebooks last week.

D **Practise the dialogue in pairs a few times until you can do it without reading it from the book.**

Lesson 5

A **Read the language box.**

Past perfect

- We form the past perfect with *had* + past participle.
- We use the past perfect for two events in the past when there is a need to show which came first. This can be:
  - when the first event is used as an explanation of what happened next, for example with *because* or *so*:
    We couldn't get a room because we hadn't booked.
  - when we talk about change:
    When I saw my brother again, his hair had gone grey.
  - When we want to make clear what event came first, for example, using *before* or *after*:
    After I had done my homework, I went to the cinema.
- **Note:** We do not use the past perfect for a simple series of events in the past.
  *I **arrived** at the hotel and **went** straight to the reception. We **asked** for a room and they **gave** us one on the top floor.*

B **Put the verbs in the past simple or past perfect.**

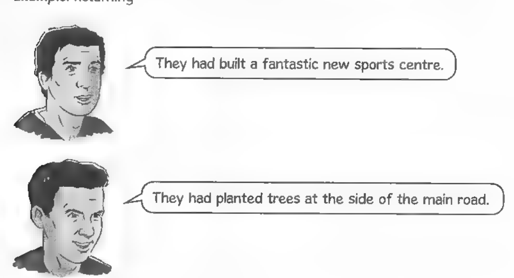
I grew up in a small Turkish fishing village called Side. I left Side 20 years ago. Last week, I went back there for the first time. It ① had changed ________ (change) beyond recognition. It ② ________ (not be) a village any more. It ③ ________ (grow) into a big tourist resort. They ④ ________ (build) apartment blocks and hotels everywhere. It ⑤ ________ (look) so modern. They ⑥ ________ (make) a big road along the seafront. They ⑦ ________ (close) my old primary school and now it ⑧ ________ (be) a hotel. My favourite café ⑨ ________ (become) a souvenir shop for tourists. The market ⑩ ________ (move) from the main square to an area near the bus station. They ⑪ ________ (not plant) any trees in the new marketplace so there ⑫ ________ (be) no shade to sit in.

C **Work in groups. Choose one of the situations below. Take it in turns to say one sentence each on the chosen situation. Use the past perfect.**

Situations

- Returning: You went back to your hometown after 15 years away. What things had changed?
- Crime: You came home and found a thief had broken into your house. What had they stolen / broken / done?
- Surprise: You came home and found your family and friends had organized a party for you. What things had they done? (cake / music / balloons / lights / guests)

Example: Returning



D **Write about one of the situations in Exercise C, using the past perfect and past simple. Write 100 to 120 words. Start like this:**

Return: I went back to my hometown for the first time in 15 years. It had changed a lot.

Crime: I got home from school yesterday and something terrible had happened. A thief had ...

Surprise: I got home from the shops yesterday and found my family had organized a surprise party for me. They had ...

Finish your paragraph for homework.

Lesson 6

A Scan the text on page 49 of the Student's Book to find the answers to these questions.

1 Where did Anna and her cousin go on holiday? ____________

2 How long did they stay? ____________

3 How much did it cost? ____________

4 What was the name of the nearest airport to the islands? ____________

5 What sports facilities were there at the hotel? ____________

6 What was the local seafood speciality? ____________

7 Where did they go by taxi? ____________

B Read the text carefully and answer these questions.

1 What did the cost of the holiday include?

____

2 How far from the beach was the hotel?

____

3 What did Anna really like about the hotel?

____

4 Name three activities Anna and her cousin did during the day.

____

5 What did they do when they didn't go out in the evening?

____

C **Find words in the text that mean the following:**

1 a boat that transports people and goods ______________________

2 extremely comfortable ______________________

3 something which is wonderful to look at ______________________

4 something special to a locality ______________________

5 a fine welcome ______________________

6 a show/performance ______________________

D **Talk about these questions with ■ partner.**

1 Would you like to stay in this hotel? Say why or why not.

____

____

2 Which of the activities described in the letter would you enjoy the most?

____

____

3 Would you like to go on this holiday? Say why or why not.

____

____

E **Work in pairs. Give your partner a brief description of a holiday you have been on. Ask your partner questions to get more information about the holiday.**

Now write a brief description of the holiday. First make notes about the points below. Then write your description. Write 100 to 120 words.

- Where was the holiday?
- Who did you go with?
- Where did you stay?
- What was the place like?
- What did you do in the day?
- What did you do in the evening?
- What was the best thing about the holiday?
- What was the worst thing about the holiday?

Lesson 7

A **Read the language box and add four examples.**

Relative clauses

- Relative clauses can be defining or non-defining.
- Defining relative clauses
  - Defining relative clauses give essential information.
  - We use *who* for people, *which* or *that* for things and *where* for places. We use *whose* to show possession.

    *The man **who** lives next door has just bought a private jet.*
    *What have you done with the letter **that** was on the table?*
    *The café **where** I work sells the best ice-cream.*
    *The girl **whose** bike I borrowed yesterday is called Layla.*
    *The bike **which** I borrowed yesterday is blue.*
- Non-defining relative clauses
  - Non-defining relative clauses give an extra piece of information.
  - We use *who* for people, *which* for things and *where* for places. We cannot use *that*. We use *whose* to show possession.
  - When combining sentences to make a relative clause, *there* is incorporated into *where*, e.g., *The University of … is excellent. I studied English **there**. The University of …, **where** I studied English, is excellent.*
- There is a comma (,) at the beginning of a non-defining relative clause, and a comma or a full stop at the end of it.

  *My father, **who** loves reading, buys two or three new books a week.*
  *Babylon City, **which** is 85 kilometres south of Baghdad, is a popular tourist site.*
  *Dubai, **where** I spent my last holiday, is famous for its luxury hotels.*
  *I lent the book to Saeed, **who** loves reading.*
  *My brother, **whose** car was in an accident yesterday, is in hospital.*

____

____

____

____

B **Combine these sentences with *who, that* or *where* to make defining relative clauses.**

1 I spoke to a lady on the phone. She told me to call back later.

The lady who I ____________ told me to call back later.

2 They've knocked down the restaurant. We had a meal there last year.

They've knocked down the restaurant ____________.

3 I always go to that garage for repairs. It was closed today.

The garage ____________ was closed today.

4 His car has broken down. He bought it last month.

The car ____________ has broken down.

5 The book was missing. It has the information I wanted.

The book ____________.

C **Complete the sentences with *who, which, where* or *whose* and add commas.**

1 Riverside Cinema ____________ the tickets only cost £6 for students usually has good foreign films.

2 Beirut ____________ is full of good cafés and restaurants is a really interesting city.

3 My cousin Mike ____________ loves skiing is going to buy a holiday home in the Swiss Alps.

4 My sister ____________ favourite food is pizza is having her birthday party at an Italian restaurant.

5 Fatima ____________ photo was in the newspaper yesterday is a very talented girl.

D **Use the correct relative pronoun to make one sentence. The sentence in brackets ( ) becomes the relative clause. Add commas where necessary.**

Examples:

My Uncle Albert still rides a bike. (He is 86.)

My Uncle Albert, who is 86, still rides a bike.

The hotel has a swimming pool. (It is very big.)

The hotel has a swimming pool that is very big.

1 Salwa wants to be an interpreter. (She speaks three languages.)

____

2 The Tigris Hotel has a fabulous pool. (The pool opened two months ago.)

____

3 Bashir is going to buy a car very soon. (He passed his driving test last week.)

____

4 The Star Restaurant has a lovely garden. (You can have a meal there on summer evenings.)

____

Lesson 8

A **It is sometimes difficult to think of ideas for an essay, particularly in an exam. One answer is to write down anything you can think of connected with the title, even unimportant things. This is called *brainstorming*. When you read the things you have written down, you will probably find some that you can use. Thinking of ideas quickly is really important, especially in an exam.**

It is easier to think of ideas when you are in a group. Practise with the following essay title. One person should be the secretary and write down the ideas.

'What would you recommend a visitor to do for a week in Iraq?'

Think about these points:

- Which hotel in Baghdad? One with a good price? Good view? Good service?
- Some things to do in Baghdad: The National Museum of Iraq: why? history of the country.
- Some things to do outside Baghdad: Temples in Hatra: beautiful ruins. Najaf: holy city (Wadi us Salaam).

B **Now read the notes for this essay title: 'The future of tourism in Iraq'. Work in pairs and add three or four suggestions on what you think tourism in Iraq will be like in the future.**

Accommodation:

hotels in all price ranges to suit all budgets?

privately run bed and breakfast (could it be a good way for foreigners to learn more about Iraqi culture?)

Public transport:

clearly signed for foreigners

Types of holidays:

holidays for learning Arabic, henna painting, Iraqi cooking

Tours:

C **Work in pairs. Look at the brainstorming ideas for this essay title: 'What can make a good holiday?' Add specific examples for *Accommodation, Money, Meeting new people* and *Learning about a different culture.* Then write two more general answers with specific examples.**

General answers	Specific examples
Who you go with	If you go with an older person, you'll probably have to walk slowly and go to bed early! Choose your travel companion carefully.
Choosing the right place	Don't go to a village in the mountains if you are interested in shopping and entertainment.
Accommodation	
Money	
Meeting new people	
Learning about a different culture	

D **When you write essays you should use connectors to link your ideas. Which of these connectors are used a) for adding information? b) for contrasting?**

but | however | in addition (to this) | also | although | as well as | too

E **Choose one of the essays in Exercise A, B or C. Write 100 to 120 words.**

Title: ______________________________

Lesson 9 – Test yourself

VOCABULARY

A Write the compound nouns for the following definitions.

1 If you lose this, you can't get on an airplane. ____________

2 You can have a winter holiday here. ____________

3 A luxurious place to stay. ____________

4 A place to stay where you cook your own food. ____________

5 Hotels will often give you this if you're going on a full-day excursion. ____________

6 This protects you when you are driving or flying. ____________

6 marks

B Choose the best collocation.

1 When the plane takes off, you have to *fasten* / *attach* your seat belt.

2 To cross the river we had to *sail* / *board* a ferry.

3 The ferry *works* / *operates* throughout the year.

4 The holiday completely lived up to my *wishes* / *expectations*.

5 I can *honestly* / *absolutely* say that it was the best holiday I ever had.

6 We *considerably* / *thoroughly* enjoyed all the entertainment.

6 marks

C **Use the correct endings to make adjectives from these nouns and verbs. Note that sometimes this will affect spelling.**

1 attract ____________ 5 excite ____________

2 luxury ____________ 6 colour ____________

3 wonder ____________ 7 spectacle ____________

4 peace ____________ 8 delight ____________

8 marks

Total vocabulary 20 marks

GRAMMAR

D **Complete the sentences by putting the verb in brackets in the present perfect simple. Then underline the correct alternative – *for* or *since*.**

1 I ____________ (have) this car *since* / *for* November.

2 I ____________ (not see) Mahmoud *since* / *for* he came back from holiday.

3 My sister ____________ (not be) to college *since* / *for* three days because of a cold.

4 My family ____________ (live) in the same house *since* / *for* 15 years.

5 The teacher ____________ (not know) the class *since* / *for* a long time.

6 ____________ (you work here) *since* / *for* you graduated?

6 marks

E **Present perfect or past simple? Tick (✓) the correct sentences and cross (✗) the six incorrect sentences. Then rewrite them correctly.**

Example:

I've just seen a really interesting programme about desert wildlife. ✓

Let's take Jameel to the new Chinese restaurant. He never went there. ✗

He's never been there.

1 Fadia didn't speak to me since her sister's wedding. ☐

____

2 Has Salwa's family moved house yet? ☐

____

3 I bought him a new mobile phone last week and he already lost it. ☐

____

4 I'm tired. I've just walked all the way back from the shops. ☐

____

5 I've woken up really late this morning and I was late for school. ☐

____

6 He's lost his glasses and he can't find them anywhere. ☐

____

7 Adam has come back from Beirut yesterday. ☐

____

8 We've all been to the park last weekend. ☐

____

9 What time have they gone to bed last night? ☐

____

10 You look nice. Have you changed your hairstyle? ☐

____

☐ **10 marks**

F **Put the verb into the correct tense, present perfect simple or present perfect continuous.**

Example:

Where have you been? Have you been playing (you / play) football?

We have played ________ (play) football three times this week already.

1 Look! Somebody ________ (drop) their wallet on the pavement.

2 Souad looks tired. I don't think she ________ (sleep) very well recently.

3 '________ ________ (you / ever / sleep) under the stars in the desert?' 'No, never.'

4 'Tariq is away on holiday.' 'Oh, is he? Where ________ (he / go)?'

5 I ________ (lose) my passport. ________ (you / see) it anywhere?

6 I'm so sorry I'm late. How long ________ (you / wait)?

7 'Layla is learning Japanese.' 'How long ________ (she / study) it?'

8 I ________ (paint) a picture of Amina all day but I ________ (not / finish) it yet.

8 marks

G **Put the verbs in brackets into the correct form – past simple or past perfect – to complete the sentences.**

1 Last week I ________ (meet) an old friend from primary school and he ________ (not change).

2 When I ________ (arrive) at Pete's house, there ________ (be) no one there. He ________ (go) out.

3 After we ________ (speak) to the teacher, we ________ (leave) the classroom.

4 When we ________ (arrive) at the airport, we ________ (discover) that the travel agent ________ (change) our hotel.

5 The wedding ________ (go) well because they ________ (organize) everything very carefully.

5 marks

H **Complete the sentences with the correct relative pronoun and add commas (,).**

Khalil Gibran, _who_ ____ wrote a book called *The Prophet,* was a famous Lebanese poet.

1 Morocco ____________ is one of the most beautiful countries in the world attracts lots of tourists every year.

2 The person ____________ stole the money must be punished.

3 My friend Adam ____________ loves fishing caught three huge fish yesterday.

4 Maria ____________ camera cost more than £300 is still not very good at taking photos.

5 Horse riding ____________ is my brother Andy's favourite sport is expensive and dangerous in my opinion.

6 The restaurant ____________ serves the best food is in the High Street.

7 Edinburgh ____________ there's a huge cultural festival every summer is an exciting place to spend a holiday.

7 marks

I **Choose the correct words for each sentence.**

She's been talking on the phone _for_ ____ the last 20 minutes.

a) since b) <u>for</u> c) with

1 I haven't seen a good film __________ last January.

a) since b) for c) from

2 When we got to the cinema, the film __________ started.

a) already b) had c) has

3 How many letters ____________________ so far today?

a) did you write b) have you been writing c) have you written

4 Babylon City, __________ people like to go sightseeing, is a beautiful place.

a) which b) that c) where

5 I ____________________ to China yet, but I would like to one day.

a) didn't go b) haven't been c) haven't gone

6 A thief got into their house because they ______________ the door properly.

a) haven't locked b) haven't been locking c) hadn't locked

7 Souhaib, ________ brother lives in California, is planning a trip to the USA soon.

a) which b) whose c) who's

8 ______________ spent the whole night awake looking at the stars?

a) Have you ever b) Did you ever c) Had you ever

9 I'm in a really good mood because ______________ my exams.

a) I've just finished b) I've just been finishing c) I was just finishing

9 marks

Total grammar 45 marks

WRITING

1 **Write a short article for a travel magazine of 100 to 120 words on one of these topics:**

- **A wonderful holiday I have had. OR**
- **Advice to tourists in Iraq.**

Total writing | | 25 marks

Lesson 10

A Read the text on page 51 of the Student's Book and circle the correct answer.

1 The pressure of life will:
  a) kill us.
  b) cause health problems.
  c) make us lose our jobs.

2 Some people don't take holidays because:
  a) they don't think other people can do their work.
  b) they want to make lots of money.
  c) the company doesn't let them.

3 Some people find out too late that:
  a) they should have a different job.
  b) work is not the only thing in life.
  c) they missed their holiday.

4 We need to give families and friends:
  a) a good holiday.
  b) at least an hour of our time.
  c) a lot of our time.

5 Holidays can give us a chance to:
  a) learn new activities.
  b) stop thinking about our problems.
  c) recover from illnesses.

B Answer this question.

Why does the writer believe that holidays are important?

____

____

____

____

C Find words or phrases in the text that mean:

1 make certain (para A) ______________________

2 forever (para B) ______________________

3 a time limit (para C) ______________________

4 about to happen (para C) ______________________

5 taken quickly (para D) ______________________

6 health (para E) ______________________

7 very important (para E) ______________________

D Discuss these questions with a partner.

1 Do you agree with the writer? Why/why not?
2 Do you think it's better to have a lot of short breaks or one long one? Why?
3 Do you think it's necessary to go to another country to have a good holiday? Why/why not?
4 Who do you usually spend your holidays with?

Lesson 1

A **Match the words and the definitions. Look back at the bank statement on page 54 of the Student's Book to help you.**

1 bank statement	☐	a) money that you put in your bank account
2 account number	☐	b) paper that tells you about what happened to your bank account in the past month
3 balance	☐	c) the number that is used to identify your account
4 transaction	☐	d) money taken out of your account
5 withdrawal	☐	e) the total amount of money in your account
6 deposit	☐	f) activity in your bank account

B **Look at the example from the conversation.**

Your account number, ***which is an eight-digit number,*** *appears on the top right.*

Complete the following sentences with a non-defining relative clause from the box. Put commas where necessary.

which is in the column on the right	which I deposited on the 10th
who is Rami's brother	where I sometimes buy clothes
which you'll get every month	which I played yesterday for the first time

1 Your bank statement ______________________ is very important.

2 Aziz ______________________ is very helpful.

3 The mall ______________________ has fabulous shops.

4 The computer games ______________________
are really great.

5 Don't forget to check your bank balance ______________________.

6 The cheque ______________________ was for 450 pounds.

C 🎧 ⑱ **Complete the definitions.**

Bank card: A piece of plastic you can use __________ for things or get money in the street.

ATM: Somewhere you can __________ using __________.

PIN: A secret __________ you can use with __________ to stop others using it.

Cheque: A piece of __________ you can use __________ things.

Credit card: A piece __________ you can use to buy things and __________ for them later.

D **Write five sentences using new words.**

____

____

____

____

____

Complete the paragraph with words from the lesson.

I opened a __________ last month. Now I've got a __________, which I can use to get money out of the __________. Yesterday, I made a __________ of 12,000 Iraqi dinars to go to the cinema and buy some juice. I need to remember to write down how much I spend – it's easy to spend too much money! I should get a __________ very soon, which will show me how much money I've still got in my account. I haven't got a __________ yet, so I pay for everything by cash or by cheque.

Lesson 2

A Read the information on page 55 of the Student's Book. Answer the questions.

1 Which account is best if you want to save money to buy something expensive?

____

2 Which account can you get if you are 16?

____

3 Which account requires a minimum balance?

____

4 If you think you might need to spend more money than you have in your account, which account should you get?

____

5 Which account can you get only if you are at university?

____

B Match the verbs and nouns to make collocations.

open	5 million Iraqi dinars
pay	interest
deposit	a fee
make	an account
maintain	a withdrawal
charge	a minimum balance

C 🎧 ⑲ Listen again and complete these sentences from the conversation.

1 The interest is ____________ by the bank every six months.

2 Cheque books aren't ____________ with a savings account.

3 The cards can be ____________ at any ATM.

4 There's a branch near the university. It's ____________ renovated.

Passive forms

- We use the **passive form** when **we don't know, or don't need to know, who or what did the action.**
  - *This money was deposited last week.*
- We also use the **passive form** when the subject is **less important than what happened**. In this case, we can add it at the end, linked with *by*.
  - *The money was deposited last week by my uncle.*
- The **passive** is often used to **describe ■ process**. However, it should not be overused.
  - *When cash is withdrawn from an ATM, it is taken from your account. The transaction is shown on your statement.*
- To change from active to passive, we use *to be* + past participle. Note the tense change in the examples:
  - *The bank **is being renovated**.*
  - *The bank statement **was sent** yesterday.*
  - *The cash withdrawal **will be shown on your statement**.*
  - *Three deposits **have been made** into my account since last week.*

D **Unscramble the words to make passive sentences.**

1 Somebody stole my wallet last week. (wallet week was My last stolen)

____

2 Somebody robbed the bank yesterday. (was The yesterday bank robbed)

____

3 Somebody will pay the bill tomorrow. (tomorrow bill will The be paid)

____

4 People use these coins in Egypt. (Egypt are in used coins These)

____

E **Work in pairs and role-play the situation. Student A should note down the information and read it back to his/her partner when the role play is finished. Student B should check that his/her information is correct.**

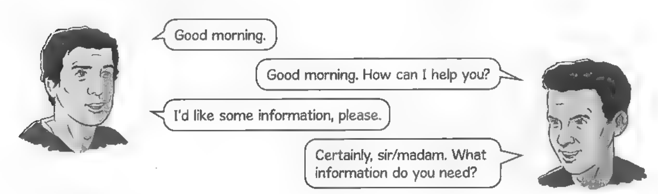
Student A: You want information about bank accounts. Your partner is a banker. Make questions to ask your partner about:

- what types of account the bank has.
- what the interest rate is on a savings account.
- if you can get a free cheque book.
- if you can get a free ATM card.
- if there is a minimum balance.
- when bank statements are sent.

Student B: You are a banker. Use the information below to answer your partner's questions.

Types of account	current account savings account no student accounts
Interest rate on savings account	4.7%
Cheque books	free with current account not available with savings account
ATM cards	free with savings account 250 Iraqi dinars per year for current account
Minimum balance	1 million Iraqi dinars for current account no minimum for savings account
Bank statements	sent every month on the 5th of the month

Start your conversation like this:



Complete the sentences with the correct passive form of the verb in brackets.

1 The cheque __________ (sign) last week.

2 A fee __________ (charge) if you don't have enough money in your account.

3 This letter __________ (write) by my father.

4 The magazine __________ (publish) every month.

5 I used my father's car while my car __________ (repair).

6 My bedroom __________ (paint), so I'm sleeping in the living room.

7 My ATM card __________ (steal) yesterday, so I have to get a new one.

8 Bank statements __________ (send) at the end of each month.

Lesson 3

A Decide if these statements about the text on page 56 of the Student's Book are true (T) or false (F). Underline the parts of the text that helped you find the answer.

1 My job has a daily routine. ☐

2 We do not encourage students to open accounts. ☐

3 I have to assess new business ideas. ☐

4 Sometimes I can't agree to give a loan. ☐

5 Bankers only need to know about financial subjects. ☐

6 I do all my work alone. ☐

B **Choose which of the following sentences give supporting information for the main idea, *The variety of a banker's job*. Tick the ones you choose.**

1 They have to convince people to use their bank. ☐

2 They have to help people decide what accounts are right for them. ☐

3 The money that people put into accounts doesn't just sit in the bank. ☐

4 They make loans to help people with special projects. ☐

5 People pay back the money with interest. ☐

C **Look at the other three paragraphs in the text on page 56 of the Student's Book. Choose the main idea and supporting details for each paragraph.**

Paragraph 2

Main idea:
a) Giving loans.
b) The best place to open a bookshop.

Supporting details:
a) Bankers have to decide if a business is a good idea.
b) A bookshop might get more customers if it moves to another street.
c) The banker doesn't like to disappoint his customers, but sometimes he has to.

Paragraph 3

Main idea:
a) What large companies sell.
b) What makes banking interesting.

Supporting details:
a) Working with large companies is exciting.
b) It's important to understand how chemicals are made and what they're for.
c) It is pleasant to help individuals and small businesses solve their problems.

Paragraph 4

Main idea:

a) The importance of being good at Maths.
b) The skills a banker needs.

Supporting details:

a) Bankers have to be good at Maths.
b) Bankers have to work well with other people.
c) Customers often want to buy houses.

D Complete the sentences with the passive or active form of the verb in brackets.

1 The money in a bank account ____________ (use) in many ways.

2 The machine ____________ (repair) at the moment.

3 The loan ____________ (pay back) with interest at the end of the year.

4 The decision ____________ (make) tomorrow by the bank manager.

5 Fatima ____________ (get) a loan last week to buy her flat.

6 The business ____________ (start) two years ago by two brothers.

7 Bankers usually ____________ (like) helping their customers.

8 Was the information ____________ (send) to you by mail last week?

E Summarize the text. Write 100 to 120 words.

____

____

____

____

____

____

____

____

Lesson 4

A 🎧 ⑳ **Listen to and read the conversations. Decide if these statements are true (T) or false (F).**

1 (C1) The customer forgot her handbag because she was rushing. ☐

2 (C1) The banker suggests stopping her cards. ☐

3 (C2) The customer went to the ATM before coming to the shop. ☐

4 (C2) The sign tells customers that the shop doesn't accept cheques or credit cards. ☐

5 (C3) It is possible that the customer has no more credit on her card. ☐

6 (C4) ATMs do not keep cards if the account is empty. ☐

7 (C4) The customer has forgotten her new card. ☐

Conversation 1

Banker: Good morning. Can I help you?

Customer: Yes, I don't know what to do. I've lost my handbag. My wallet, with all my money and bank cards, was in it.

Banker: Are you sure you've lost it? Couldn't you have just left it at home?

Customer: No. I definitely had it when I was at the café. I was talking to my friend when we left and I think I left it on the table.

Banker: Did you go back to look for it?

Customer: Yes, it wasn't there. If I hadn't been in such a hurry, I wouldn't have left it there!

Banker: Don't worry. If we **cancel** your cards now, no one else will be able to use them. New ones will be sent to you very soon.

Conversation 2

Customer: Do you take credit cards?

Cashier: I'm sorry, we don't.

Customer: Can I pay by cheque?

Cashier: No, we only take cash.

Customer: I didn't know that.

Cashier: Look, it's on the sign.

Customer: Oh, no. If I'd known that, I would have brought cash.

Cashier: Well, if you went to the bank in the next street, you could get cash from the ATM.

Customer: Thank you very much.

Conversation 3

Waiter: I'm sorry, sir. Your credit card isn't working.

Customer: Could you try it again, please? It worked yesterday.

Waiter: I'm sorry, it still isn't working. Sometimes if you put in the wrong number several times, it gets blocked. Or you may have reached your **credit limit**. Would you like to pay by cheque instead?

Customer: Yes, that's a good idea.

Conversation 4

Customer: Good morning. Can you help me? My bank card didn't come out of the ATM.

Banker: Of course. Can you give me your account number? I'll check your account.

Customer: Yes, it's 92671098. Does this mean there's no money in my account?

Banker: No. If there was no money in your account, the machine would still give you your card back. I see the problem. Your card has **expired**.

Customer: It has?

Banker: Yes. Today is April 5 and your card was **valid** until April 4. We sent you a new card two weeks ago.

Customer: I never received it.

Banker: We'll cancel that one and send you a new one, then. You should receive it in three or four days.

B **Find conditional sentences in the conversations. Read the language box and identify what type they are.**

Types of conditional sentences

- There are four basic types of **conditional sentences**: **zero, first, second** and **third**. We use:
  - Zero conditional: to talk about something that is always true.
    If you look at a computer screen for too long, your eyes get tired.
  - First conditional: to talk about the result of a possible action in the future.
    If you send the letter today, it will arrive on Thursday.
  - Second conditional: to talk about an action that depends on an imaginary present or future situation or action.
    If I had a lot of money, I would buy a big boat.
  - Third conditional: when we talk about a desire to change something in the past. This is impossible as the actions are finished.
    If I'd taken a taxi, I would have arrived on time.
- **Note**: Sometimes we can use *could* instead of *would* in conditional sentences.
  - Conditional sentences have two parts: the *if* clause and the **main conditional clause.** The order is not usually important, but when the *if* clause comes first, they are separated by a comma:
    If I hadn't been in such a hurry, I wouldn't have left it there!
    I wouldn't have left it there if I hadn't been in such a hurry!

C **Choose the sentence with the same meaning and name the type of conditional sentence.**

zero conditional	first conditional	second conditional	third conditional

1 If Sami hadn't forgotten his keys last night, he wouldn't have had to sleep in the car. ____________

a) Sami forgot his keys last night, so he slept in the car.

b) Sami didn't forget his keys last night, so he didn't sleep in the car.

2 If you studied harder, you would pass the exam easily. ____________

a) You don't study hard, so you won't pass the exam easily.

b) You study hard, so you will pass the exam easily.

3 If Noor goes to the shop tomorrow, I won't have to go. ____________

a) Noor will not go to the shop tomorrow, so I will have to go.

b) It's possible Noor will go to the shop tomorrow.

4 If people drive for too long, they get tired. ____________

a) People sometimes drive for too long and get tired.

b) When people are tired, they don't drive for too long.

D **Tell your partner about a time when you lost or forgot something. You have two minutes to prepare. Make notes if you want to. Talk about:**

- what it was.
- when it happened.
- where it happened.
- why it happened.
- whether you got it back.
- what the consequences were.

Now tell your partner what happened. You can use your notes, but don't read directly from your paper. Your partner can ask you questions when you have finished. Then listen to your partner.

Lesson 5

A Reread the e-mail on page 58 of the Student's Book and answer the questions.

1 What has Hazem done to prepare for his trip?

____

____

2 How is Hazem going to travel around London?

____

3 How is Hazem going to keep in touch with Mazen while he's on holiday?

____

B Match the clauses to make conditional sentences.

1 If the cases are too heavy, ☐
2 If the traffic isn't too heavy, ☐
3 If I had the time and the money, ☐
4 If you spend a lot of money on me, ☐
5 If you'd told me you were going to London, ☐

a) I'd come with you.
b) you have to pay extra.
c) I would have lent you my guidebook.
d) I'll be at the airport at 12.30.
e) I'll be very cross.

C Continue the event chain, using the first conditional for as long as you can.

1 If I go to town, I'll spend a lot of money.
2 If I spend a lot of money, ______________________________
3 ______________________________
4 ______________________________
5 ______________________________
6 ______________________________

D **Continue the regret chain, using the third conditional as long as you can.**

1 If my alarm clock had gone off this morning, I wouldn't have overslept.

2 If I hadn't overslept, ______________________________

3 ______________________________

4 ______________________________

5 ______________________________

6 ______________________________

E **Complete the sentences with the correct form of the verb in brackets.**

1 If my plane ______________ (not leave) on time, I'll miss my connection this afternoon.

2 If you ______________ (not renew) your passport last month, you wouldn't have been allowed to travel.

3 If I ______________ (not bring) some books, I usually get very bored on the plane.

4 If I have any currency left over after the trip, I ______________ (keep) it for my next visit.

5 If they didn't have duty-free shops at the airport, people ______________ (not be) very happy.

Complete the sentences with your own ideas.

1 If you hadn't come with me, ______________________________

2 If they hadn't run out of petrol, ______________________________

3 If I hadn't seen you at school, ______________________________

4 If I went to London, ______________________________

5 If I had a bank account, ______________________________

6 If I didn't know the word, ______________________________

Lesson 6

A **Read the conversation on page 59 of the Student's Book and answer the questions.**

1 How did Nour pay for his car? ____________________

2 Did Nour make a down payment? ____________________

3 How much does Nour have to pay every month? ____________________

4 How long for? ____________________

5 Why wasn't the car very expensive? ____________________

B **Read the conversation again on page 59 of the Student's Book. Look at the words in bold. Write the meaning.**

1 down payment ____________________

2 monthly instalments ____________________

3 investment ____________________

4 go up in value ____________________

5 car insurance ____________________

____

C **Read the first sentence in each item. Then complete the gaps to make conditional sentences with the same meaning.**

Example:
Nour got a car loan, so he could buy a car.

If Nour _hadn't got a_ loan, he wouldn't have been able to buy a car.

1 The car isn't new, so Nour doesn't have to pay big instalments.

If the car was new, Nour ____________________ big instalments.

2 Nour must pay monthly instalments for five years.

If Nour ____________________ instalments, he will finish paying in five years.

3 The owner took very good care of the car. That's why Nour bought it.

If the owner hadn't taken good care of the car, Nour wouldn't ________________ it.

4 Nour didn't park his car carefully, so he broke a light.

If Nour ________________ carefully, he wouldn't have broken a light.

5 Nour has car insurance, so he doesn't have to pay for the broken light.

If Nour didn't have car insurance, he ________________ the broken light.

D Read the letter and complete it with words and phrases from the box.

insurance	salary	loan	banker
down payment	owner	instalments	

Dear Mum and Dad,

How are you? I'm doing fine at my new job in Baghdad. There's a lot of work, but the people I work with are very friendly. And I get a good ① ________________. I love the weather here, too! There isn't nearly as much rain as there is in England.

I've finally bought a car, because I really needed one to get to work. It wasn't too hard to get a car ② ________________. My ③ ________________ is very nice and really wants to help his clients. He gave me some excellent advice. I bought a used car, but it's in very good condition. The previous ④ ________________ took really good care of it.

I only had to make a small ⑤ ________________, and my monthly ⑥ ________________ aren't too high because I can pay back the loan over six years. The loan included money for ⑦ ________________ too, so I don't have to worry if I have an accident (but don't worry, I won't – you know I'm a careful driver).

Come and visit me here soon. I'd love to show you all the interesting places I've discovered.

Love,

Tom

Lesson 7

A Read the letters on page 60 of the Student's Book and answer the questions.

1 When did the customer write to the bank?

____

2 When will passwords be sent?

____

3 What would Fareed have done if he had a digital camera?

____

4 What does Fareed want his friend to do?

____

B Which expressions can we use in formal letters? Which can we use in informal letters? Write F, I or F/I in the boxes.

Addressing the letter:

Dear Mr Smith, [ ]

Dear Rashid, [ ]

Dear Sir, [ ]

Starting the letter:

This letter is to inform you ... [ ]

Thank you for your letter of ... [ ]

Thanks for your letter. [ ]

I am writing to ... [ ]

Making a request:

Would you ...? [ ]

Could you ...? [ ]

Can you ...? [ ]

Saying you are sorry:

I'm sorry I … ☐

I apologize for ... (~ing) ☐

To say you are sending something with the letter:

Please find enclosed … ☐

Here's ... ☐

I enclose … ☐

Closing the letter:

Yours sincerely, ☐

Yours faithfully, ☐

Best wishes, ☐

See you soon. ☐

Formal and informal letters

- We write formal letters to people who we don't know very well. These are often official letters where we can ask for information, make complaints, apply for jobs, etc. In formal letters, we don't use contractions, idioms or colloquial expressions. There are also many standard expressions. In formal letters, passive forms are quite common.
- We write informal letters to friends and family – people we know well. These letters often use language which is similar to spoken language. We use contractions, idioms and colloquial expressions. The language is generally more friendly.

C **Look at the letter of complaint Samira wrote to her bank and put it in the correct order. Then answer the question after the letter.**

a) Yours sincerely,
Samira Ansari ☐

b) Would you please send me some information about online banking as well? I've just bought a computer, and I would like to know if I can pay my bills online. ☐

c) Could you please send me a new cheque book with my name correctly spelt as soon as possible? I need to write cheques often, and it is very inconvenient for me to be without a cheque book. ☐

d) This letter is to inform you of a problem I discovered when I received my new cheque book yesterday. My name has been misspelt on the cheques. It should read Samira Ansari, not Sanira Ansari. ☐

e) Dear Mr Mohammed, ☐

f) Thank you for your help. ☐

What problem did Samira have? What does she ask her banker to do?

____

____

____

D **Complete Mr Mohammed's reply to Samira. Use words or phrases from Exercise B.**

① ____________ Miss Ansari,

② ______________________________ of 14th March. I ③ ____________ for misspelling your name on your new cheque book and ④ ____________ a new cheque book with your name spelt correctly. I also enclose some information about online banking which I hope you will find helpful.

⑤ ____________________

Saeed Mohammed

Lesson 8

A Match the beginnings and the endings of the sentences.

1 Could you please let me know	☐	a) I would receive it within a week.
2 I was told that	☐	b) I could withdraw money on my way to work.
3 I am writing to inquire	☐	c) when I will receive my card?
4 If I had an ATM card,	☐	d) I would save a lot of time.
5 If I could check my account balance by telephone,	☐	e) about my ATM card.

B Complete the letter with the sentences from Exercise A.

Dear Mr Al Sultan,

I am a new customer at City Commercial Bank. ______________________________
______________________________. When I opened my account, ______________
______________________________. A month has passed and I still haven't received it.

______________________________. I have been going to my bank to withdraw money, but I don't always have time to wait in long queues. It would be much more convenient for me to use the ATM near my office. ______________
____

Would you please also send me a brochure about your telephone banking services?
____
____

Thank you for your help.

Yours sincerely,

Ali Al Turki

C **Work in pairs and think of other situations where you might write a letter of complaint. For example:**

- The bank doesn't open late.
- There aren't enough ATM machines in your area.

D **Choose a reason you wish to complain to your bank and write the letter. Write 100 to 120 words.**

Lesson 9 – Test yourself

VOCABULARY

A Underline the correct alternative.

1 My father *opened* / *made* an account for me when I was quite young.

2 I *deposited* / *installed* 5 million Iraqi dinars this morning.

3 Banks usually *pay* / *charge* a fee if you are overdrawn.

4 If you *stay* / *maintain* a minimum balance, you don't have to pay a fee.

5 I can *take* / *make* a withdrawal at an ATM at any time.

6 Some accounts *cost* / *pay* more interest than others.

6 marks

B Complete the sentences with the correct words from the box.

withdrawal	expired	back	valid	branch	down payment	statement	instalments	online

1 I'm afraid your card is no longer__________. It __________ a week ago.

2 This bank __________ shows I have a lot of money in my account.

3 There must be a mistake. I didn't make this __________ last week.

4 How many __________ do you have to make to pay __________ your loan?

5 My father lent me the money to put a __________ on a new car.

6 If you have Internet access you can bank __________.

7 There is a __________ of our bank near the university.

9 marks

C **Complete the sentences.**

1 A ________________ account comes with a cheque book.

2 You can ________________ money from an ATM machine.

3 The minimum ______________ is 1,000 Iraqi dinars.

4 The ______________ of an investment can go down as well as up.

5 If you don't have enough money to buy something, you can ask the bank for a ____________.

5 marks

Total vocabulary 20 marks

GRAMMAR

D **Underline the correct form in each conditional sentence.**

1 If I open a student account, I *would have to / will have to* maintain a minimum balance.

2 If I had known it was raining when I left, I *would have / would had* brought an umbrella.

3 If I *have seen / had seen* him yesterday, I would have told him your news.

4 If we *hadn't gone / didn't go* swimming, we would have had time to go for a boat ride.

5 If I *had / have* a computer, we could search the Internet.

6 If I *played / have played* tennis, I would join the tennis club.

6 marks

E **Complete these conditional sentences.**

1 If you go out in this rain, ____

2 If my father knew that I drive so fast, ____

3 If you cook an egg for half an hour, ____

4 If he'd asked me to help him, ____

5 If he really wanted to go to university, _______________________________________

6 If the car hadn't broken down, ____

6 marks

F **Put the words in the correct order to make passive sentences.**

1 was delivered When mail the?

____

2 next being are week The replaced windows.

____

3 be sold The end house will before the year the of.

____

4 by The down the previous owner were trees cut.

____

5 have stairs avoid been The accidents to repaired.

____

5 marks

G **Rewrite the sentences in the passive form.**

1 Somebody left these books in the classroom.

____

2 Somebody teaches History every day.

____

3 Somebody is cleaning the room right now.

____

4 Somebody will grade our homework over the weekend.

____

5 Somebody was opening the gates when we arrived.

____

5 marks

H **Complete the sentences with the passive form of the correct verb. Each verb is used only once.**

inform build use buy include display

1 Fareed ________ always ________ of changes in his account balance by SMS.

2 Yesterday a message ________________ on his screen that said he was overdrawn.

3 Mobile phones ________________ by millions of people these days.

4 ________ cameras ________________ in all mobile phones?

5 Mobile phones ________________ for many other things in the future.

6 Mobile phone towers ________ ________ all the time.

6 marks

I **Complete the conversation with active or passive forms of the verbs in the box.**

open have install mail want keep send

Mother: So Noor, ________ you ________ your bank account?

Noor: Yes, I opened it yesterday.

Mother: ________ you ________ an ATM card?

Noor: Not yet. It ________________ to me this week.

Mother: How about a cheque book?

Noor: I should get one in about ten days. It ________________ for me at the bank until I can pick it up.

Mother: Can you bank online?

Noor: If I ________ to. But I'm worried about hackers. I'd rather read my bank statement when it ________ at the end of the month.

Mother: You needn't worry. I ________________ a very good firewall when I bought the computer.

7 marks

Total grammar 35 marks

WRITING

J **Write a letter to your bank to complain about a withdrawal shown on your statement that you didn't make. Write 100 to 120 words.**

20 marks

Lesson 10

A **Match the paragraph headings with the paragraphs of the text on page 61 of the Student's Book.**

1 For the experts ☐
2 A variety of accounts ☐
3 Do something with your money ☐
4 Start early ☐
5 A safer investment ☐

B **Circle the correct answer according to the text.**

1 When we are children:
 a) we start to save for when we are older.
 b) we are taught the value of saving.
 c) we often buy big things.

2 We can get more interest:
 a) if we keep our money in our account for a long time.
 b) if we change accounts often.
 c) if we put in a fixed amount.

3 Investing in stocks and shares:
 a) is a good way for anyone to make money.
 b) will always make a profit.
 c) is fun for some people.

4 If you buy property:
 a) you can make a lot of profit from rent.
 b) you don't need a loan.
 c) you may get a lot of money when you sell it.

C **Find the words in the text that complete the following phrases.**

1 put some ____________

2 pension ____________

3 ____________ savers

4 a fixed ____________

5 financially ____________

6 a risky ____________

7 major ____________

8 break ____________

9 realize the ____________

Make sure you understand the meanings of unfamiliar words by checking in the dictionary.

D **Discuss these questions with a partner.**

1 Do you think children get too much pocket money these days? Why/why not?

2 Do you prefer to spend or save your money? Why?

3 If you had a large sum of money, how would you invest it? Why?

Lesson 1

A Write down ideas from your discussion. Then read the speech bubbles on page 64 of the Student's Book and add more ideas to your lists.

Why people study after they have finished school

What people study after they have finished school

Where people study after they have finished school

B **Match the following definitions to the words in bold on page 64 of the Student's Book.**

1 get on a list of people ____________________

2 a large meeting to discuss something ____________________

3 a practical lesson ____________________

4 a written request ____________________

5 working quickly and well ____________________

6 be on a list for a class ____________________

7 make something better ____________________

8 allowed into a place ____________________

C **Making word families can help you remember vocabulary. Use the suffixes to help you complete the words in the box. Note the following:**

- ***l* and *t* at the end of words are often doubled when adding suffixes.**
- ***i* changes to *y* at the end of a word.**

~ment ~ance ~ation ~sion

Verb	Noun
enhance	
enrol	
	application
admit	
attend	
register	

Complete the sentences with a word from the box.

register	application	admitted	conference	enhance	qualifications

1 You can ________________ your computer skills by taking an evening class.

2 You must send your ________________ to the school by 10 May if you want to start in July.

3 Many scientists will be giving presentations at the ________________ on the environment.

4 Because she is an excellent pianist, Ameena was ________________ to a very good music school.

5 You can ________________ for this class by completing a form online.

6 When I left school I had few ________________, but I got a good job after taking a computer class.

Lesson 2

A Complete the sentences using the words in bold in the brochure on page 65 of the Student's Book.

1 On the first day, the students take a ________________.

2 Many students take an ________________ language course.

3 The ________________ number of students is 10.

4 You have to pay your ________________ in advance.

5 A qualification in English is ________________ if you want to study in England.

B Hasan is taking English lessons. 22 Listen to a conversation between Hasan and his friend Zaid. Then decide if the statements below are true (T) or false (F).

1 Hasan will be watching a film at 7.00. ☐

2 He is a full-time student. ☐

3 He wants to improve his English so he can travel. ☐

4 He spends a lot of time studying English. ☐

5 He finds the lessons really easy. ☐

6 Zaid would like to study English, too. ☐

C Read sentences 1–5. Decide what type they are. Write letters a–e in the boxes.

1 ☐ I'm feeling really happy. Tomorrow morning I'll be sitting on a plane on my way to London.

2 ☐ I've talked to my parents about next year and I've decided I'm going to study to be a doctor.

3 ☐ I'm sorry I can't come out tonight, but I'm playing football at 6.30 and I will be tired afterwards.

4 ☐ I hope to give you that book back tomorrow. I think I'll be able to finish it tonight.

5 ☐ The football match finishes at 8 p.m.

a) Schedules (present simple)

b) Fixed arrangements (present continuous)

c) Plans and intentions (going to)

d) Predictions (future simple)

e) Fixed time in the future with focus on the action (future continuous)

Write five different types of future sentence. Use the correct verb form in each case.

Schedules: ______________________________

____

Fixed arrangements: ______________________________

____

Plans and intentions: ______________________________

____

Predictions: ______________________________

____

Fixed time in the future with focus on the action: ______________________________

____

Lesson 3

A Match the words in bold on page 66 of the Student's Book with the definitions below.

1 able to make yourself do things even when you don't want to do them ____________

2 a program that lets you arrange information in tables ____________

3 a person who is looking for a job ____________

4 creating a website ____________

5 creating pictures for books, brochures, etc. ____________

B Reread the article on page 66 of the Student's Book and answer the following questions.

1 Give two reasons for improving computer skills.

____

____

2 Why are spreadsheets used a lot in businesses?

____

____

3 What sort of company would a graphic designer work for?

____

____

4 Why is it becoming easier to find courses in computer skills?

____

____

5 What are the three main ways of studying computer skills?

____

____

C **Read about making inferences.**

Making inferences

As discussed in Unit 5, you often have to make inferences to answer questions. Making inferences involves understanding information that is not clearly stated in the text. You decide what makes sense based on the information you have in the text.

Although this may sound difficult, you do it all the time without realizing it. For example, if you read a sentence that says: *Ahmed put his swimsuit and sun cream in his bag,* you can infer that Ahmed is going to the beach or outdoor pool.

What can you infer from the information in Paragraph 1?
a) A lot of people are looking for jobs or want to get a better job.
b) Many people are learning about computers for their pleasure.

It may be true that many people are learning about computers for their pleasure, but we don't have any reason to infer this from the information in Paragraph 1, so the answer is not b).

But the sentence: *Learning new computer skills can also help you change careers, and the number of people enrolling in computer classes is increasing,* tells us that learning about computers can help you get a new job, and also that more and more people are taking computer classes. We can infer that these people want to get better jobs, so the answer is a).

D **Choose a) or b) to say which inference you can make from the article on page 66 of the Student's Book. Underline the sentence or sentences that helped you decide.**

Paragraph 2:
a) If you are a banker, you should learn to use spreadsheets.
b) More and more teachers are learning to use spreadsheets.

Paragraph 2:
a) Web design is easy.
b) More and more companies have websites.

Paragraph 3:
a) Students don't have to take computer classes.
b) Many universities offer classes for people who work.

Paragraph 3:

a) Some online classes won't help you get a better job.

b) Online classes are always well taught.

Paragraph 3:

a) Teaching yourself with a book is not easy.

b) The best way to learn about computers is to read a book.

E **Put the verb in brackets in the correct future form. Use the present simple, present continuous or *going to* + infinitive.**

1 Some day, Ahmed ________________ (take) a computer class so he can get a better job.

2 My new class ________________ (start) tomorrow.

3 He ________________ (tell) Dana she passed the exam.

4 They ________________ (leave) at 10.00.

5 We ________________ (have) a party on Wednesday. Can you come?

6 The term ________________ (begin) on September 3.

Use the words in the box to make sentences about the future.

some time soon	tomorrow at 3.00	in the summer	while you are at work	next year

____

____

____

____

____

____

____

____

Lesson 4

A Scan the course catalogue on page 67 of the Student's Book and answer the questions.

1 Which course does not take place on the university campus?

____

2 Which course meets twice a week?

____

3 Which course is for beginners?

____

4 Which course is for people who already have a job?

____

5 What does *venue* mean?
a) where something takes place   b) when something takes place

6 If you enhance your job prospects, you …
a) improve them.   b) reduce them.

B 🎧 ㉓ Listen to Nisrin talking about her summer class. Tick the reasons she liked her class.

1 ☐ It wasn't expensive.

2 ☐ It was about history.

3 ☐ She learnt a lot of new things.

4 ☐ The teacher explained things clearly.

5 ☐ The teacher didn't give a lot of homework.

6 ☐ The teacher stayed after class to answer questions.

7 ☐ They used modern equipment.

8 ☐ The class was very big.

9 ☐ The students in the class helped each other.

10 ☐ The class helped her find a job.

C **Match the beginnings and endings of the sentences.**

1 When I was 10,	☐	a) saw that classes started in June.
2 I can't stay long because	☐	b) I thought I would be a pilot.
3 Next semester we	☐	c) they were having dinner with a friend.
4 They didn't stay for dinner because	☐	d) she was going to get to bed early.
5 She felt sleepy and decided	☐	e) you will get there on time.
6 She studied English because	☐	f) will be studying Biology at school.
7 If you leave now, I think	☐	g) I'm meeting my brother at 6.00.
8 When I read the catalogue, I	☐	h) she knew she would be travelling for work.

D **Speaking: Take two minutes to prepare to tell a partner about a class/course you've enjoyed. You can take notes if you want. Talk about:**

- **what the class was.**
- **when and where you took it.**
- **what the teacher was like.**
- **what the other students were like.**
- **what you liked best about it.**

Lesson 5

A **Read the paragraphs on page 68 of the Student's Book. Make notes about the questions you discussed.**

____

____

____

____

____

____

____

____

B **Read about linking ideas in a paragraph.**

Linking ideas

The ideas in a paragraph can be linked in different ways. Understanding how the ideas are connected can help you understand what the author is saying. Some of the most common types of links are:

A Going from general to specific information
The author makes a statement and gives examples or details. Some common linking words are: *for example, for instance, such as.*

B Cause and effect
The author explains that an event took place and what the result was. Some common linking words are: *as a result, therefore, so.*

C Time order
The author talks about what happened first, next, last. Some common linking words are: *first, next, then, after that, once, as soon as.*

D Comparison or contrast
The author talks about how things are the same or different. Some common linking words are: *however, whereas, like, unlike, while.*

1 Find an example of Type A linking in the first paragraph.

____

____

2 Find an example of Type ▮ linking in the second paragraph.

____

____

3 Find examples of Types C and D linking in the third paragraph.

____

____

____

____

C Complete the text with linking words from the box.

however	for instance	first	unlike	once	so	while

① ______________ he leaves university, Mike is going to have more time for voluntary work. The work is quite time-consuming. ② ______________, Mike thinks it gives him a lot of skills that will be useful later in life. He likes the variety of hospital work, ③ ______________, working with patients and supervising other staff.

④ ______________ most of his friends, Mike can't use a computer. That will soon change. He is going on a course next week, ⑤ ______________ in six months he should be good at using spreadsheets and even web design.

D **Underline the correct form of the verb.**

1 She decided she *is becoming / was going to become* a volunteer after watching a programme on television.

2 Layla thought she *would like / likes* nursing, but now she's not sure.

3 Ibrahim can't stay out late because he *was starting / is starting* his new job tomorrow.

4 Ibrahim had to leave early because he *was having / had to* meet his friends.

5 I know he *will be sleeping / would be sleeping* when I get home, as he always goes to bed early.

6 In my old job, my shift *started / starts* at 6.00 every Wednesday, and I worked until 9.00.

7 The volunteer promised the children he *was / would be* back the following week.

E **Some people do volunteer work in different countries. They can build houses, or teach children to read. Do you think this is a good idea? Write 100 to 120 words explaining your opinion. You can think about:**

- **being far from home.**
- **helping other people.**
- **language differences.**
- **learning new skills.**
- **meeting new people.**

Use some of the linking words in Exercises B and C.

Lesson 6

A **Rewrite the sentences using the future in the past.** 🎧 24 **Then listen and check your answers.**

1 I've decided I am going to learn Arabic.

I decided ______________________

2 My employer says the company will give me on-the-job training.

My employer said ______________________

____

3 He is going to a painting class this evening.

I found out he ______________________

____

4 I know the classes start in the summer.

I knew ______________________

5 I am very disappointed to learn the owner will be closing the company in the autumn.

____

____

B 🎧 ㉔ **Listen again to the last speaker and make a list of advantages and disadvantages of having your own business.**

Advantages

You can be proud of your company.

______

______

______

Disadvantages

You have to work harder.

______

______

______

C **Work in pairs and role-play a conversation for the following situation. Student A wants to start a business. Student B does not think it is a good idea. Student A puts the advantages and Student B the disadvantages. Use the points in Exercise B and add any extra ideas you think of during the conversation.**

Lesson 7

A **Read about opinion essays.**

Expressing opinions

In an essay expressing opinion, you say what you think about a subject. But it isn't enough to say what you think, you also need to say why you think this. This makes your essay more convincing and interesting.

The essay begins with an introduction, and this usually mentions what you are going to write about in the main part of your essay.

The body of the essay gives more details and the reasons for your opinion. If there are two sides to a question, you can write about one side in one paragraph, and the other in the next paragraph.

In the conclusion you can sum up your ideas and your opinion.

B Read the essay on page 70 of the Student's Book and put the paragraphs in order below.

1 Introduction: ____________

2 Body: ____________ ____________ and ____________

3 Conclusion: ____________

C Read the essay again and answer the questions.

1 According to the writer, what are the advantages of the Internet?

____

____

2 What is the main disadvantage of the Internet?

____

____

3 What are the advantages of books?

____

____

____

____

4 Some people think that the Internet is more convenient to use than a book. What does the writer think?

____

____

D **Look at how the words in brackets are used in the essay. Use them to rewrite these sentences.**

1 Books can be used anywhere. Computers can't be used anywhere.

(unlike) ______________________________

____

2 You can do more than just read information on the Internet. You can listen to the news as well.

(In addition) ______________________________

____

3 Buying books can be expensive. Using the Internet can be cheaper.

(but) ______________________________

____

4 Using the Internet is sometimes dangerous. You can't get a virus from reading a book.

(although) ______________________________

____

E **Work in pairs. Do you agree with the essay? Why or why not? How do you prefer to get information? Think about the following questions:**

- **What do they think will happen in the future?**
- **Will fewer books be published?**
- **Will there be even more information on the Internet?**
- **Is it possible to check reliability of information on the Internet?**

Lesson 8

A **Read the following statement and discuss with a partner whether you agree or disagree and why.**

Distance learning is a better way to learn than learning in a classroom.

B **Look at the lists of advantages of distance learning and learning in a classroom. Then write down any disadvantages you thought of. First tick the ones you discussed with your partner or during class feedback.**

Distance learning
Advantages:
You don't have to travel to class.
It's quieter than working in a classroom.
Fees are less expensive.
If you are ill, you don't miss a class.
You can work at any time you want.

Disadvantages:

____

____

____

Classroom learning
Advantages:
You learn better if you have regular class time.
You can learn a lot from working with other students.
Having classmates is more fun.
You can have class discussions.
The teacher can answer your questions immediately.

Disadvantages:

____

____

____

C **You are going to write an essay of 100 to 120 words giving your opinion about the statement:** ***Distance learning is a better way to learn than learning in a classroom.***

First write the introduction. This should include:

a) Your opinion about the statement. Do you agree or not?

b) What you will write about. Will you just support your opinion, or give both sides of the argument?

Write the introduction here.

D **Use some of the advantages and disadvantages listed in Exercise B to write the main body of your essay. Make sure you do what you say in your introduction.**

E **Now write a short conclusion. This should give your opinion about the subject and why you hold that opinion. It should follow from what you have said in the main body.**

____

____

____

____

____

____

F **Reread your essay and check:**

1 Are the links between your ideas clear?

2 Is the spelling, grammar and punctuation accurate?

Lesson 9 – Test yourself

VOCABULARY

A **Match a word from the column on the left with a word from the column on the right to make compound nouns.**

1 Internet	☐	a) design
2 course	☐	b) skills
3 self	☐	c) connection
4 web	☐	d) discipline
5 computer	☐	e) fees

☐ 5 marks

B **Write words for these definitions.**

1 A computer program that is useful if you are working with numbers. ____________

2 The place where you hold a course or concert, for example. ____________

3 improve (for example, job prospects) ____________

4 An organization that provides help or raises money for people in need. ____________

5 Talk or communicate informally, for example on the Internet. ____________

5 marks

C **Complete the sentences.**

1 I'd like to train as a ____________ because I love books and libraries.

2 She's a ____________ student. She should qualify as a doctor in two years' time.

3 Next year I plan to ____________ on a course to improve my English.

4 If you are a manager, you have to ____________ other employees.

5 Last summer my father, who is a scientist, attended a big ____________ in London.

5 marks

Total vocabulary 15 marks

GRAMMAR

D **Choose the best alternative.**

1 Dana *is going to volunteer / volunteers* at the hospital when she has more time.

2 Volunteer training *will be beginning / begins* on the first of the month.

3 She *is meeting / meets* the director tomorrow morning.

4 I think she *will like / will be liking* the work.

5 She *learns / will be learning* a lot of new skills.

5 marks

E **Circle the correct ending for the sentences.**

1 If we don't hurry, we'll be late. The train …
a) leaves at 11.00. b) will leave at 11.00.

2 I'm sorry I can't go with you. I …
a) will go to the dentist's then. b) am going to the dentist's then.

3 Your room is a mess. When …
a) are you going to clean it up? b) do you clean it up?

4 Think of me tomorrow at 9.00. I …
a) will be taking a really difficult exam. b) will take a really difficult exam.

5 She didn't pass the exam last time. I hope …
a) she will be doing better this time. b) she will do better this time.

5 marks

Put the verbs in brackets into the correct future form to complete the conversation. In some cases, more than one form is possible.

Nour: I ________________ (take) a computer class at the university.

Aziz: That's a good idea. I ________________ (take) an English class if I can find one near my house.

Nour: Have you tried the Speakwell Language School? That's near your house.

Aziz: No. When ________________ classes ________________ (start)?

Nour: Classes ________________ (begin) next week.

Aziz: That's too bad. I ________________ (visit) my uncle next week. We ________________ (leave) on Monday. I think I'll be back Friday morning. I'll call you when I arrive.

Nour: OK. But call me in the afternoon. In the morning I ________________ (sit) in my computer class!

8 marks

G Rewrite the sentences using the future in the past.

Examples:

I'm going to learn Chinese.

I decided *I was going to learn Chinese.* ____________________

I know the course will start in September.

I knew the course would start in September. ____________________

1 She's going to her computer course tomorrow night.

I found out she ____________________

2 He's going to be a librarian.

He decided he ____________________

3 Hasan thinks he will enjoy a career in graphic design.

Hasan thought ____________________, but now he's not so sure.

4 Ammar will be working late, so I won't call him early in the morning.

I knew Ammar ____________________, so I didn't call him early in the morning.

5 The Internet connection will be working again soon.

Our teacher promised that ____________________

6 They can't come to the beach because they're taking an exam the next day.

They couldn't ____________________

7 I'm very disappointed to hear that the health club is closing down.

I was ____________________

____

	7 marks

Total grammar		25 marks

WRITING

H **Write a short essay giving your opinion about this statement: 'Studying while you're working is worth all the hard work.' Your essay should have a short introduction and a conclusion. Remember to use linking words and phrases. You should write 100–120 words.**

Total writing ___ **20 marks**

Lesson 10

A Read the text on page 71 of the Student's Book. Decide if these statements are true (T) or false (F).

1 The writer wants to find a job in his country. ☐

2 At the library the writer can learn how to apply for jobs. ☐

3 The writer can borrow DVDs from the library. ☐

4 He reads newspapers at the library to find out what is happening in the world. ☐

5 He has already applied to some companies. ☐

B What do these words mean in the text? Circle the correct answer.

1 **astounded**
a) disappointed
b) surprised
c) upset

2 **body language**
a) how you sit and move
b) how you dress
c) how you talk

3 **appropriately**
a) in the correct way
b) at the right time
c) for the right reasons

4 **since**
a) from this time
b) although
c) because

5 **pay off**
a) bring a lot of money
b) bring the right results
c) help me become a librarian

C **Complete the sentences about the text.**

1 The author enjoyed his job for a while. However, ____.

2 At the library you can get information about looking for a job, such as ____.

3 The library has information about language tests. It also ____.

Lesson 1

A Match these words from the text on page 74 of the Student's Book with their definitions.

1 efficiently ☐
2 essential ☐
3 logging ☐
4 wisely ☐

a) cutting down trees for wood
b) in a sensible manner
c) working well and quickly
d) extremely necessary

B Read the texts again and answer the questions.

1 Why are natural resources essential to human life?

____

____

2 What is the difference between a renewable and a nonrenewable resource?

____

____

3 Find two examples of a renewable resource in the text and one example of a nonrenewable resource.

____

____

4 How do greenhouse gases harm the environment?

____

____

5 What is deforestation? How does the text say that deforestation harms the environment?

____

____

Prefixes and suffixes

Learning prefixes and suffixes can help you understand and remember new words.

- The prefix *de~* means to remove, reduce or undo.
- The suffix *~ation* means an action or process.

So the word *deforestation* means the action of removing or reducing a forest.

C **Guess the meanings of the following words.**

deoxygenation ____________________

depopulation ____________________

devaluation ____________________

D **Aziz is going to South America. Complete the questions his friend Fuad asks him.**

Q: ____________________

A: I'm going to South America.

Q: ____________________

A: I'm going to study the disappearance of animal habitats.

Q: ____________________

A: Yes, many animals are endangered because of deforestation.

Q: ____________________

A: No, I don't think the forests will disappear completely, because more and more people are becoming aware of the problem.

Q: ____________________

A: I'm leaving on Monday.

Q: ____________________

A: My plane leaves at 9.00.

Q: ____________________

A: I'll be staying there for six months.

What different verb forms are used to talk about the future in this dialogue?

Lesson 2

A Match these words with their definitions.

1 bury
2 waste
3 pollution
4 encourage

a) the process of damaging the air, water or land with chemicals
b) useless materials that are left after you have used something
c) to put something in the ground and cover it with earth
d) to suggest that someone does something that you believe would be good

B Look at the flow chart on page 75 of the Student's Book and complete the sentences about the recycling process, using the passive form.

1 First, the waste ______________________.
2 Then, it is ______________________.
3 Next, it ______________________.
4 After that, ______________________.
5 In the waste treatment plant, it ______________________.
6 Then, ______________________.
7 Finally, glass, paper and plastic can be ______________________.

C Look only at the flow chart on page 75 of the Student's Book. Retell the process to a partner, using the verbs in the passive form.

Lesson 3

A Read the article and the letter on page 76 of the Student's Book. Answer these questions.

1 Which one mentions both advantages and disadvantages? ______________________
2 Which one only mentions disadvantages? ______________________
3 Which writer is more objective? ______________________
4 What is the attitude of the writer of the letter? ______________________
5 Which writer uses more informal language? Why? ______________________

B Read the article more carefully and write short answers to the questions.

1 In what ways has wind power been used for thousands of years?

____

2 What is the most important aspect of wind power?

____

3 Why does the author say wind power is efficient?

____

4 What two complaints do people who live near wind turbines have about them?

____

5 Why can't we only use wind power to supply our energy?

____

C Read the letter more carefully. What disadvantages of wind turbines does the writer mention that the writer of the article doesn't mention?

____

____

____

D Complete the sentences by putting the verbs in brackets into the correct form.

1 If they __________ (build) more wind farms on the coast, they would scare away the fish.

2 If solar farms were built, they __________ (provide) a cheap form of energy.

3 If birds __________ (fly) into wind turbines, they will be killed.

4 If wind turbines __________ (be) less noisy, people wouldn't complain about them so much.

5 If we __________ (find) alternative sources of energy, we will be able to meet all our energy needs.

Lesson 4

A 🎧 ㉘ **Listen again and mark the sentences true (T) or false (F).**

1 The park ranger spends a lot of time in an office. ☐

2 People are not allowed to kill animals in the park. ☐

3 Workers in a refinery have to follow a lot of rules. ☐

4 The health, safety and environment manager makes sure people are not put in danger in their workplace. ☐

5 The recycling coordinator doesn't talk to the public much. ☐

6 Most people really want to help in the recycling programme. ☐

7 The water quality planner is the leader of a team. ☐

B **Read what the teens said about how they can help the environment. Then complete the sentences using the information underlined.**

Ibrahim — <u>I'm going to work in a petrol refinery.</u> Petrol is an important source of energy, and we need to use it safely.

Nabeel — We just had a lesson at school on the importance of recycling. <u>I think I'll be more careful about sorting and recycling my rubbish in the future.</u>

Hazem — I'm going camping with my family tomorrow. <u>I'll take a big bag to put our rubbish in.</u>

Amal — I'm going to the library to borrow some books on wildlife. I think it's important for people to learn about animals so they can protect them better. <u>I have to hurry because the library is closing in half an hour.</u>

Ibrahim decided he was going to work in a petrol refinery.

Nabeel thought ______________________________

____

Hazem decided ______________________________

Amal had to hurry because ______________________________

C **With a partner, talk about why one of these problems is important. Discuss what you think can be done about it. Make some notes. Then tell the class what you have talked about. Does everyone agree with you?**

Air pollution
think about:
- factories
- greenhouse gases
- environmental rules

Water pollution
think about:
- waste from factories
- fish and wildlife
- testing water samples

Rubbish
think about:
- ugly landfills
- danger to animals and plants
- recycling
- electronic waste

Lesson 5

A **In pairs, discuss and make a list of things you know about global warming.**

B **Now look at the notes for an essay about global warming. Are the ideas the same as yours?**

What is global warming?
- global warming – average increase in Earth's temperature (recorded over many years)
- could have an effect on the climate
- scientists agree Earth getting warmer
- some scientists say people contribute to global warming, but some say it's a natural phenomenon

Possible causes of global warming

- more greenhouse gases than before (example of greenhouse gas – CO_2)
- greenhouse gases cause greenhouse effect (heat from sun is trapped in atmosphere)
- greenhouse effect necessary to keep Earth warm, but too much could cause global warming
- some scientists think what people do is making greenhouse effect stronger
- things that contribute to greenhouse gases: using petrol, deforestation, landfills

Possible effects of global warming

- glaciers melting (could make sea levels rise, cause flooding in coastal areas)
- make some areas too hot and dry to grow food (people might die or have to move)
- destroy a lot of animal habitats (some species could become extinct)

What we can do

- use less petrol by car pooling, etc.
- save electricity – turn off lights, computers when not using
- recycling – rubbish that is recycled doesn't go to landfill

C **Now read the first paragraph of an essay on global warming. Tick the ideas in the notes in Exercise A that are in the paragraph. Then underline the sentences in the paragraph below that should be in a separate paragraph.**

Global warming

Global warming is an average increase in the Earth's temperature. This increase must be recorded over many years before scientists can say that the Earth is really getting warmer. Most scientists agree that there has been an increase in the Earth's temperature over the last 100 years. Scientists don't all agree about how it has happened, however. Some think it's natural, and some think it's caused by what people do. The causes of global warming are not completely clear, but many scientists think the greenhouse effect is one of them. The greenhouse effect is caused when gases trap heat in the atmosphere.

D Write the sentences you underlined. The paragraph is a little too short. Use ideas from the notes to complete it.

E Complete the essay by writing two more paragraphs using the notes in Exercise B and your own ideas.

F Reread your essay. Are your paragraphs balanced? Check your grammar and punctuation.

Lesson 6 – Test yourself

VOCABULARY

A Complete the sentences with the words from the box.

buried wisely limit replace renewable deforestation spoil essential regulations

1 If ________________ continues, many species of animal will disappear completely.

2 Scientists are finding ways to ________________ damage to the environment.

3 Wind is a ________________ source of energy.

4 We have to follow a lot of safety ________________ at work.

5 We need to ________________ the trees that are cut down.

6 We need to use the Earth's resources ________________.

7 It is ________________ that something is done about the destruction of the rainforests.

8 Waste is often burnt or ________________.

9 Some people say that wind farms ________________ the landscape.

9 marks

B Complete the phrases with the words from the box. Use each word once only. There is one extra word.

resource ranger renewable turbine gas warming landfill

1 park ________________

2 ________________ energy source

3 wind ________________

4 natural ________________

5 greenhouse ________________

6 global ________________

6 marks

Total vocabulary 15 marks

GRAMMAR

C The underlined sentences about future plans were all spoken a few days ago. It is now three days later. Rewrite them as future in the past.

Adnan: I'm going to visit my brother in Beirut. I haven't seen him for two months. I'm going to stay there until Saturday.

Hasan: I'm playing basketball.

Badria: I'm not sure what I'm doing this weekend. I think I'll probably go to the shopping mall with my friends.

Fawsia: I'm going to study for my exams. I need to read through all my notes again.

1 Adnan decided he was going to visit his brother in Beirut.

2 Hasan couldn't meet his friends because ______________________.

3 Badria thought ______________________.

4 Fawsia promised her mother ______________________.

3 marks

D Match the beginnings of these active and passive sentences with their endings.

1 Many wind turbines

2 People who live near wind farms

3 The land under the wind turbines

4 Building a wind turbine

5 Wind power

a) can be used for agriculture.

b) have been built in Europe.

c) complain about the noise.

d) is an expensive project.

e) has been used for thousands of years.

5 marks

E **Complete the sentences with a passive or active form.**

Shaumari ① __________ (be) a nature reserve in Jordan. It ② ______________ (create) in 1975 and has an area of 22 km². It ③ ________________ (make) to protect some of the most endangered species in the Middle East. In the reserve, hunting ④ ________________ (prohibit), and no one ⑤ ______________ (allow) to destroy the animals' habitats. One of the endangered animals that ⑥ __________ (live) in the park is the oryx. There were only eleven oryx in 1978, but their numbers ⑦ ________________ (increase). There are now more than 200 oryx at Shaumari.

7 marks

F **Read the text about deforestation in Togo. Put the verbs in brackets into the present perfect simple, present perfect continuous or future perfect.**

Togo has a varied climate. It has tropical rainforests in the southwest of the country. Between 1990 and 2000, Togo's rate of deforestation was 2.91% per year. Since 2000, it ① ____________ (increase) to 4.12% per year. Forests ② ______________________ (disappear) in Togo because of a need for land for agriculture. The population has risen rapidly. It is now 5,332,000, and by 2025 ③ ______________________ (rise) to 8,762,000. Togo's forests also produce fine woods, which rich countries ④ ______________________________ (import) to use for furniture. Because of the concern about deforestation, the authorities ⑤ __________________ (open) several national parks.

5 marks

G **Read about Adnan, then complete the conditional sentences about the story.**

Adnan has had a bad day. Last week he decided to go and visit his brother in Beirut. Since he can't drive, he asked his friend Samir to drive him to the airport. Unfortunately, Samir got lost on his way to Adnan's house and arrived at his house very late. When they got to the airport, Samir drove away, and Adnan ran in to catch his flight. But the plane had already left. He had to buy another ticket for the next flight. The next flight leaves in five hours' time! He would like to call

his brother to tell him he will be late, but he forgot his mobile phone at home. And he didn't think to bring a book, so he can't read to pass the time. Even worse, he doesn't have any money on him, so he can't buy anything to drink!

1 If Samir hadn't got lost, ______________________________

____

2 If the plane hadn't already left, ______________________________

____

3 If he had his mobile phone with him, ______________________________

____

4 If he had a book, ______________________________

5 If he had some money on him, ______________________________

5 marks

Total grammar 25 marks

WRITING

H Write 100 to 120 words about ways people can help to improve the environment.

____

____

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Total writing | | 20 marks

Lesson 7

A Scan the article on page 78 of the Student's Book and complete the fact file.

Name of river	
Length	
Begins	
Ends	
Countries it flows through	
Names of dams	
Uses of dams	

B Find words in the text that have the following meanings.

1 the opposite of *deep* ______________

2 the remains of a building ______________

3 an area that contains water for distribution ______________

4 a general word for cotton, wheat, barley and so on ______________

C Work with two other students. Tell them what you learnt and listen to what they learnt. Use the fact file to help you if necessary.

WORD LIST

***1.10* = Unit 1, Lesson 10**

Unit 1

ankle *1.1*
be sick *1.1*
blood *1.1*
blood pressure *1.5*
breathe *1.1*
campaign *1.7*
checkup (*n*) *1.5*
diabetes *1.10*
diabetic *1.7*
dizzy *1.1*
dolphin *1.3*
faint (*v*) *1.1*
first aid *1.3*
fracture (*v*) *1.1*
furthermore *1.7*
give up *1.4*
ice-skating *1.2*
impolite *1.4*
in plaster *1.2*
inefficient *1.4*
joint *1.1*
lose consciousness *1.10*
paramedic *1.10*
plenty of *1.5*
puzzled *1.10*
regain consciousness *1.10*
shark *1.3*
shoulder *1.1*
sneeze (*v*) *1.1*
swallow *1.1*
swollen *1.1*
take up *1.4*
treatment *1.1*
try on *1.4*
unfair *1.4*
unfortunate *1.4*
unhealthy *1.4*
unpleasant *1.4*
unusual *1.4*
wrist *1.1*

Unit 2

arrest *2.2*
baggage *2.3*
brake (*n*) *2.8*
branch *2.5*
civilian *2.5*
commit a crime *2.2*
conveyor belt *2.3*
crime scene *2.1*
declare *2.3*
detect *2.10*
essential *2.7*
fingerprint *2.1*
follow the law *2.2*
footprint *2.1*
identify *2.10*
in the ignition *2.8*
install *2.5*
investigate *2.2*
join *2.5*
licence plate *2.10*
lock (*n/v*) *2.6*
maintain *2.5*
metal detector *2.1*
occurred *2.6*
officer *2.5*
property *2.6*
robbed *2.6*
security camera *2.1*
solid (*adj*) *2.7*
supervise *2.5*
witness (*n*) *2.2*

Unit 3

a good experience *3.8*
accommodation *3.7*
advice *3.7*
allergy *3.7*
annoyed with *3.5*
annual *3.10*
application *3.2*
approve of *3.3*
architecture *3.1*
canteen *3.7*
chase (*v*) *3.6*
communication *3.2*
convey the sense *3.10*
details *3.7*
dietary *3.7*
disappear *3.3*
disconnect *3.3*
discourage *3.3*
dislike *3.3*
disobey *3.3*
distrust (*v*) *3.3*
duty *3.1*
engineering *3.1*
fed up with *3.3*
fine art *3.1*
fit (*adj*) *3.6*
geology *3.2*
graduate (*v*) *3.4*
headphones *3.10*
hostel *3.7*
in demand *3.10*
independence *3.8*
information technology *3.1*
invention *3.2*
involve *3.2*
jet *3.4*
level *3.7*
location *3.7*
movie director *3.6*
nervous *3.6*
occupation *3.2*
permit (*v*) *3.7*
profession *3.6*
qualification *3.2*
rescue (*v*) *3.6*
scary *3.4*
scientific research *3.1*
solo *3.4*
stressful *3.1*
suit (*v*) *3.7*
takeoff (*n*) *3.4*
the aviation industry *3.1*
the environment *3.1*
the media *3.1*
thoroughly *5.3*
title *3.7*
train as *3.3*
trip over *3.5*
upset *3.3*
well-paid *3.1*
worth it *3.8*

Unit 4

a good record *4.6*
ambitious *4.6*
charm (*v*) *4.7*
coach (*v*) *4.6*
compete *4.1*
competitive salary *4.6*
considerable *4.6*
cosmetics *4.1*
creative *4.7*
equivalent *4.6*
export (*v*) *4.1*
income *4.2*
keep in touch *4.1*
modernize *4.2*
motivate *4.6*
personality *4.4*
punctual *4.3*
relaxed *4.4*
sign a contract *4.1*
slang *4.1*
state (*v*) *4.6*
surgeon *4.4*
vacancy *4.6*

Unit 5

achieve *5.3*
anything to declare? *5.1*
atmosphere *5.6*
board *5.6*
boarding card *5.1*
boredom *5.6*
brochure *5.4*
car hire *5.1*
cheated *5.2*
compound *5.1*
considerably *5.3*
considering *5.3*
consist of *5.6*
display *5.6*
entertainment *5.6*
exceptionally *5.6*
excursion *5.3*
extend *5.3*
ferry *5.6*
five-star hotel *5.1*
flavour (get a flavour of) *5.4*
heart attack *5.10*
ideal *5.7*
inhabited *5.7*
luxurious *5.2*
mint *5.6*
operate *5.7*
package deal *5.1*
packed lunch *5.1*
perfume *5.1*
personal *5.10*
physical *5.10*
relationships *5.10*
research *5.4*
routine *5.10*
seafront *5.1*
self-catering apartment *5.1*
self-service *5.6*
sightseeing *5.1*
situated *5.7*
ski resort *5.1*
speciality *5.6*
spectacular *5.6*
surroundings *5.7*
thoroughly *5.3*
throughout *5.7*
transfer *5.6*
travel *5.1*
two-storey *5.6*
unbelievably *5.2*
variety *5.6*

Unit 6

account *6.1*
advise *6.3*
approve *6.3*
ATM *6.1*
attract (customers) *6.3*
balance *6.1*
bank card *6.1*
bank online *6.6*
bank statement *6.1*
bill (pay a –) *6.7*
branch (bank ~) *6.3*
cancel *6.4*
cash *6.1*
charge (a fee) *6.2*
cheque *6.1*
cheque book *6.2*
convenient *6.8*
convince *6.3*
credit card *6.1*
credit limit *6.4*
currency *6.5*
current (account) *6.2*
deposit (*n* and *v*) *6.1*
disappoint *6.3*
exchange rate *6.5*
expert *6.3*
expired *6.4*
fee *6.2*
handbag *6.4*
instalments *6.6*
insurance *6.6*
interest *6.2*
investment *6.6*
knowledgeable *6.3*
loan *6.1*
misspelt *6.7*
open (an account) *6.2*
overdraft facilities *6.2*
owner *6.6*
password *6.7*
pay (interest) *6.2*
pay back *6.6*
PIN *6.1*
rate (interest ~) *6.2*
responsibility *6.3*
satisfying *6.3*
savings (account) *6.2*
tip (*v*) *6.5*
transaction
traveller's cheques *6.5*
valid *6.4*
value *6.6*
withdrawal *6.1*

Unit 7

admit (on a course) *7.1*
charity *7.5*
chat *7.7*
conference *7.1*
connection (Internet ~) *7.7*
crafts *7.6*
efficient *7.1*
enhance *7.1*
enrol *7.1*
graphic design *7.3*
intensive *7.2*
job prospect *7.2*
librarian *7.5*
management *7.5*
medical *7.5*

register (for a course) (*v*) *7.1*
shift (work ~) *7.5*
spreadsheet *7.3*
supervise *7.5*
support *7.5*
venue *7.4*
web design *7.3*

Unit 8

buried *8.2*
concentrate *8.1*
deforestation *8.1*
enforce *8.4*
grind *8.3*
landfill *8.4*
landscape *8.3*
limit (*v*) *8.1*
park ranger *8.4*
regulations *8.4*
renewable *8.1*
replace *8.1*
separate *8.2*
spoil *8.3*
turbine *8.3*
wisely *8.1*

Checklist for written work

Planning your work

- Read the question carefully. Underline the important parts. Do you understand it? If it is not clear, then ask your teacher.
- Brainstorm as many ideas as you can of what you are going to write about. Write them down as a list or mind map.
- Look up any vocabulary that you are unsure of.
- Select the ideas you want to use and delete any that are not relevant. You don't have to use everything.
- Put your ideas into a logical order and group ideas that go together in sections.
- If you can, find a model text and look at the style and layout. Are there any phrases or vocabulary that you can adapt for your own work? (Be careful not to copy chunks of the model text without changing it, though.)
- Think about who you are writing for and decide on the style and layout. For example, if you are writing a letter to a friend, the style will be different to a formal letter and the layout will be different to a story.

Writing and revising your work

- Use the ideas from your planning to write the first draft. Don't worry too much about accuracy or choosing the right words.
- Remember to start a new paragraph every time you move on to a new idea or topic.
- Read through your first draft and check that you have answered the question correctly.
- Decide if you want to delete, change or add any more ideas.
- Decide whether you want to change the paragraphing or the order of the ideas.
- Check that you have linked your ideas using connecting words and phrases, e.g., *first, next, then,* etc.)
- Write a second draft more carefully and slowly. Make sure your writing is clear.

Editing your work

- Read through your work. Check you have answered the question correctly, every sentence is clear, the grammar is correct, you have used suitable vocabulary and linking words, and the spelling is correct. (Check with a dictionary.)
- Show your work to your family or a friend and see if they can help you edit it.
- Editing tip: You could try reading the text in reverse order, starting with the final sentence and working backwards to the first sentence. This will stop you being distracted by the content and allow you to focus on technical details.